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ABSTRACT

This manual contains eight Spanish lessons intended for classroom use in small, heterogeneous groups of no more than six children for a daily period of approximately 20 minutes. Lessons may be adapted for use in kindergarten, first, or second grade. Emphasis is placed on question-asking utterances to encourage information-seeking skills and to initiate dialogue patterns. The units presented outline lesson objectives, skills to be developed, and suggested teaching procedures. Illustrated vocabulary cards are included. Specific suggestions for student evaluation focus on visual, auditory, conceptual, and motor skills. (RL)

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MINI-CLASES DE ESPAÑOL:
A Small Group Process Approach to Beginning Spanish Instruction in the Elementary School

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COVER AND DRAWINGS BY DIANA STELLA BRACKER

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INTRODUCTION

Mini-clases de español represents an attempt to introduce Spanish into the classroom in small, heterogeneous groups of no more than six children for an approximate period of twenty minutes a day. These lessons could be adapted for use in Kindergarten, First or Second Grade.

Children learn more effectively when content is presented which allows manipulation of material as well as individual involvement. The daily activities were developed to allow active participation of the children as well as to promote continual language production.

The sequence lessons were developed using the approach of expanding basic kernel sentences in the hope of eliciting longer and more meaningful statements rather than the introduction of isolated labels. Emphasis was placed on question-asking utterances to encourage information-seeking skills and initiate dialogue patterns. The basic concepts presented were those used in daily communication which are also necessary for the development of intellectual skills.

The format used in this manual is intended to aid the teacher in planning her daily activities in the Spanish Center. Every attempt was made to describe the material needed to carry out each activity in the Learning Center as well as that which needs to be prepared in advance. The drawings which accompany some of the lessons can be traced on a ditto master and reproduced in large quantities.

The left column entitled "Skills to be Developed" can serve as a guide to the teacher to define the expected performance of the children in the Learning Center. As some children perform at different levels than others each lesson contains ample opportunities for positive reinforcement from the teacher. Many of the activities included can be carried out by appointing a group leader, thus allowing the teacher to float. Group leaders should be encouraged to reinforce their peers whenever possible and the teacher can reinforce the leader's leadership and cooperative skills.

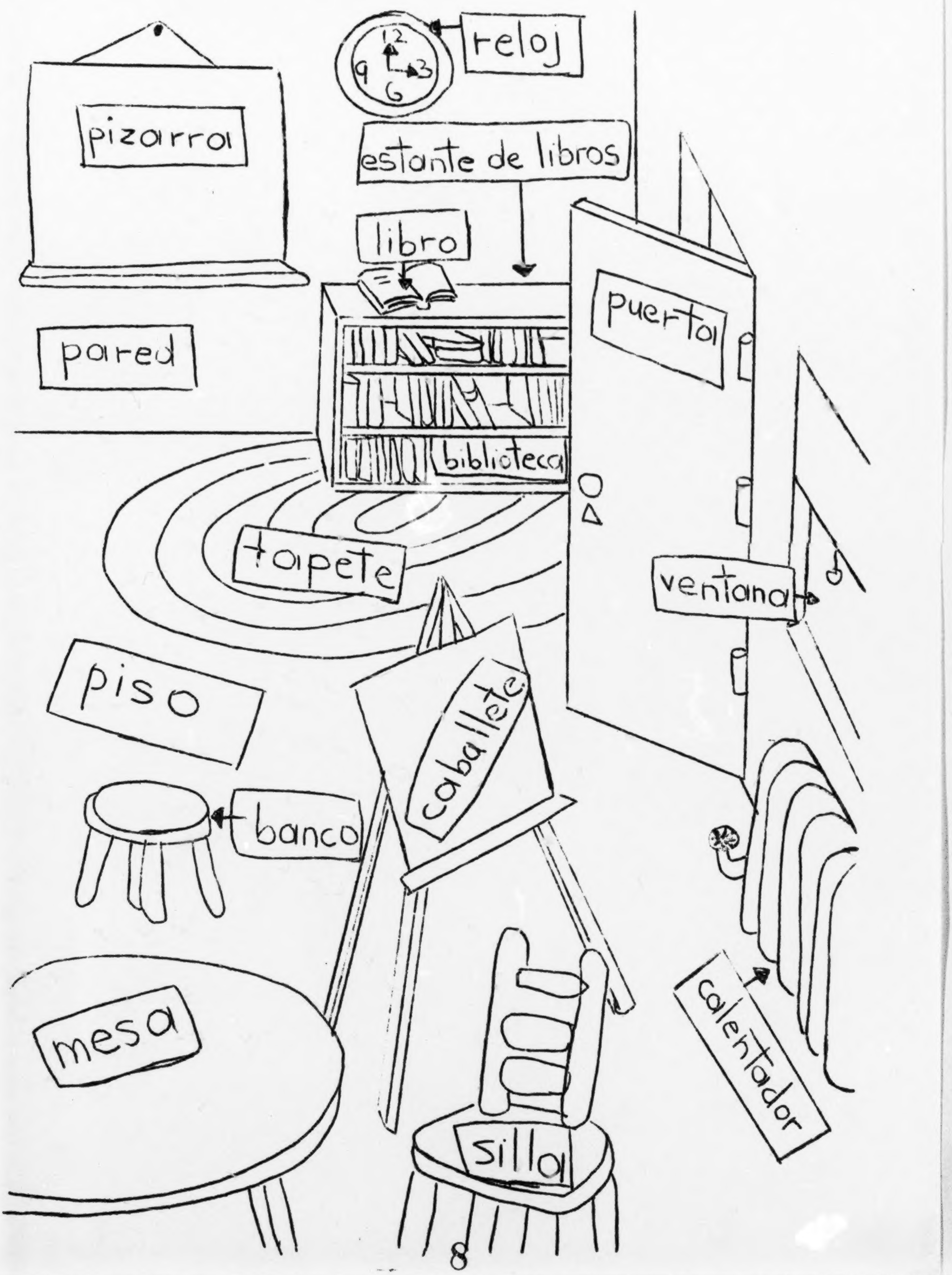
The right column entitled "Teaching Procedures" includes suggested methods of presenting the daily activities. Each teacher should adapt her presentation to her particular group of children by adjusting the activity according to interest, attention span and skill level of the different children. The teacher's past experience and her creativity will permit her to expand and vary the presentation. The teacher who wishes to spend more than twenty minutes a day in Spanish instruction can include two activities in one day.

The Evaluations which appear in some of the lessons were developed to assess the learning process and to permit teachers to evaluate each child individually. These evaluations assess the different skills developed, including visual, auditory, conceptual, verbal, motor, group participation and leadership.

Several suggestions were made to be used as a means of informing the parents of the children's progress in Spanish. Sample letters were included which could be used to send home to Spanish-speaking parents.

Lesson VIII contains the transcription of a video-tape which was developed to reinforce the target vocabulary and to introduce four concepts which testing results show are missed by a majority of children from lower socio-economic backgrounds. It is followed by an assessment tool which measures performance in the four target concepts. A questionnaire for the teachers to evaluate the video-tape is also included.

It is hoped that this manual will serve as a guide to those teachers interested in introducing Spanish in their classrooms and that the children will become motivated to continue their interest in this rich and beautiful language.


pizarra
12
9
3
6
reloj
estante de libros
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pared
puerta
biblioteca
tapete
ventana
piso
caballete
banco
mesa
silla
calentador

LESSON I - PART A

LESSON OBJECTIVES

1. Aquí está la pluma.
la regla.
la tiza.

2. Aquí está el libro.
el juego.
el lápiz.
el papel.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on teacher and manipulative material presented. Auditory Listens to the teacher label each object presented. Listens to the enunciation of each word. Listens to the intonation pattern of a full sentence. Conceptual Recognizes target words. Association Relates objects in the room with manipulative objects presented. Verbal Identifies objects by labeling them correctly.	Basic Activity Place a pen, ruler, chalk, book, game, pencil and paper on learning center table. Let children manipulate objects. Begin to label each in Spanish using the article. Exaggerate enunciation. Ask children to repeat after modeling each word in unison and then individually. Reinforce good responses. After all objects have been labeled and responses from the children have been elicited explain that aquí está means "here is" in Spanish. Go through all of the objects again introducing them with a complete sentence. Example: Aquí está la pluma. Drill in unison and individually after each object.

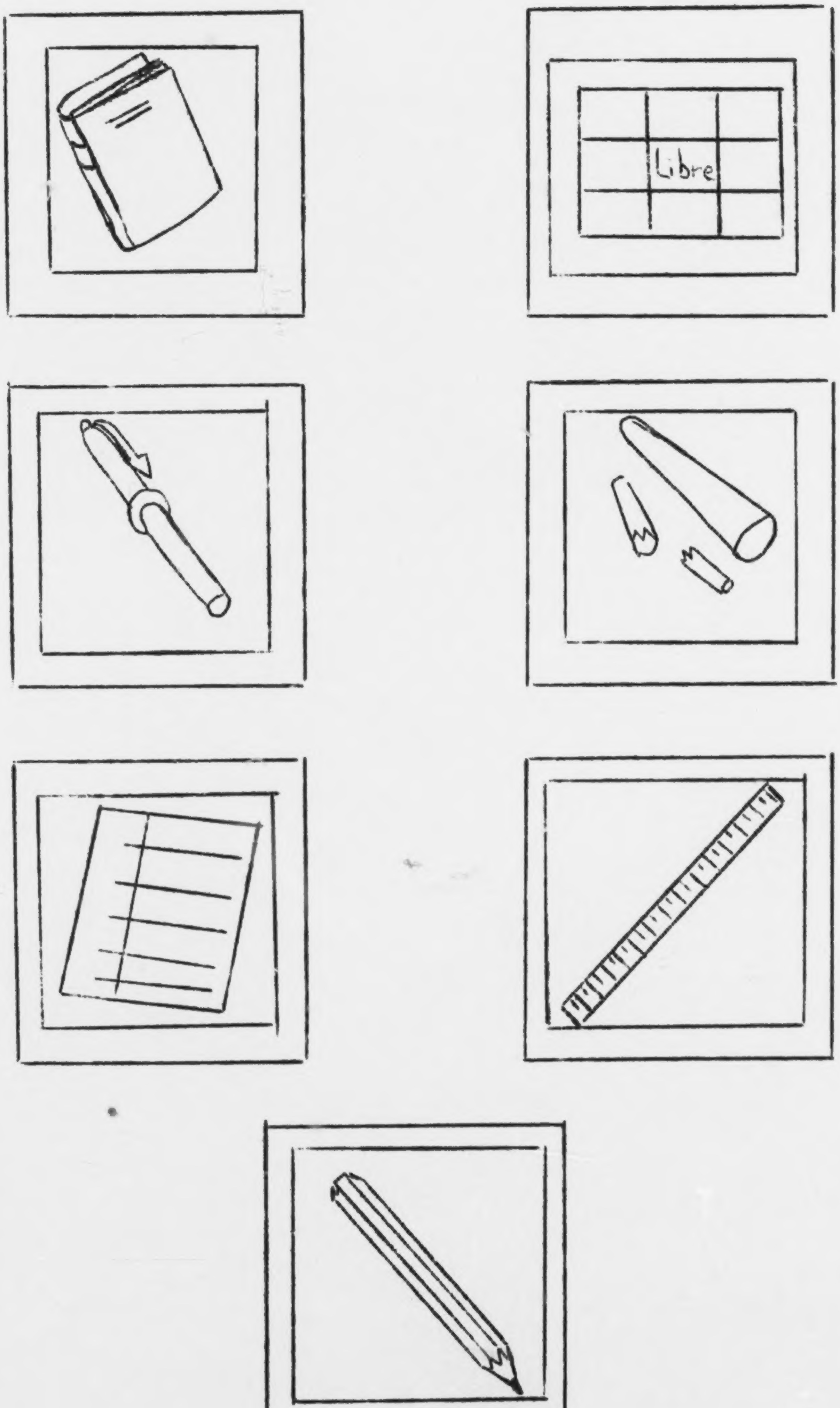
LESSON I - PART B

LESSON OBJECTIVES

1. Aquí está la pluma.
   la regla.
   la tiza.

2. Aquí está el libro.
   el juego.
   el lápiz.
   el papel.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on teacher and vocabulary cards presented. (See page 3). Auditory Listens to the teacher as she gives the label for each object in cards. Listens to the enunciation of each word. Listens to the intonation pattern of a full sentence. Conceptual Recognizes target words. Association Relates objects in room with those on cards. Verbal Identifies objects by labeling each one correctly.	Basic Activity Follow the same procedure as Part A by labeling the object shown in each vocabulary card. Model by exaggerating sound production. Encourage children to enunciate correctly. Reinforce good responses. Drill each response as often as necessary to obtain correct responses. Drill in group and then individually.
Reproduces words for others to identify. Socialization Praises peers. Leadership Teaches peers.	Extended Activity If you have a native speaker in the group let him model the target vocabulary using either the objects or the cards. Encourage child to praise good responses and in turn praise him for leadership skills.



VOCABULARY CARDS FOR LESSON I

LESSON I - PART C

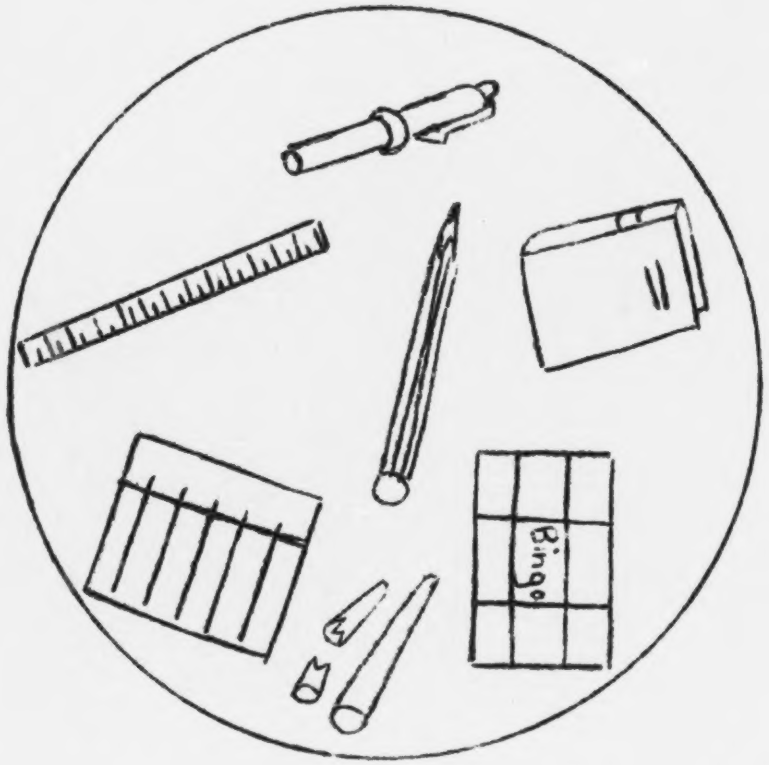
LESSON OBJECTIVES

1. Aquí está la pluma.
   la regla.
   la tiza.

2. Aquí está el libro.
   el juego.
   el lápiz.
   el papel.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on tagboard circle with pictorial representation of target vocabulary. (See page 5). Auditory LIstens to teacher repeat labels. Listens to intonation pattern of a full sentence. Conceptual Knows la pluma, la regla, la tiza, el libro, el juego, el lápiz, el papel. Knows Aquí está.... Association Relates teacher's directions to pictorial representation. Verbal Labels pictorial representation correctly.	Basic Activity Place tagboard circle with drawings of target vocabulary on table in learning center. Point to one of the objects and say Aquí está.... Ask the children to repeat after you. Follow the same procedure for all objects. Explain to children that you are going to ask them to answer individually after you point to each object. Try and have each child answer in full sentences at least twice.
Motor Points to pictorial representation of objects after teacher's cue. Socialization Participates in independent group activity. Leadership Models teacher's role.	Extended Activity Choose a group leader and let him point to the objects modeling the teacher's role. Children can play this game without adult supervision. Encourage children to praise each other's good responses.

a)



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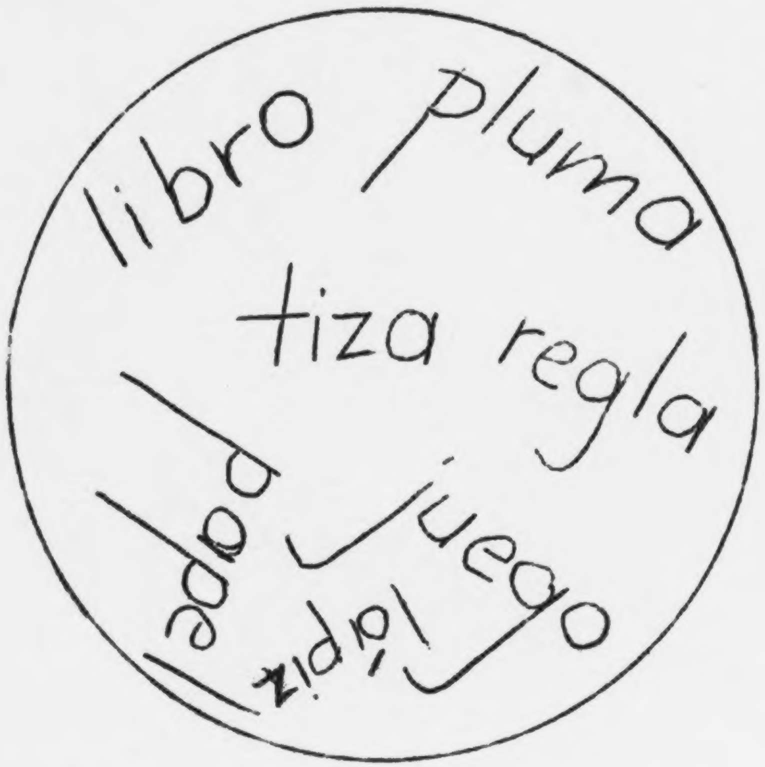


LESSON I - PART D

LESSON OBJECTIVES

1. To listen to narration on tape.

2. To reinforce target vocabulary.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on objects and drawings of target vocabulary. Auditory Listens to narration on tape. Listens to the enunciation of each word. Listens to the intonation pattern of a full sentence. Conceptual Recognizes la pluma, la regla, la tiza, el libro, el juego, el lápiz, el papel. Understands content of narration. Understands Aquí está.... Association Relates the tape to the objects on display. Verbal Answers questions concerning narration. Motor Follows directions on tape and points to the appropriate object or drawing. Group Participation Listens to tape without adult supervision.	Basic Activity Have children listen to tape in small groups using listening posts. Explain clearly that the voice on the tape will be talking about the objects that have been discussed in the previous lessons. Explain that a bell will be ringing which means that the children should repeat whatever has just been said on the tape. The teacher should listen to the tape with the children for the first time to model the desired response at the appropriate time. The drawings or the objects or both should be on the table for the children to manipulate and to point to when they listen to the tape. Once the children have learned to respond appropriately after the bell rings this phase of the lessons can be done by the children without supervision provided that the manipulative or pictorial material is accessable to them. It is suggested that the tape be presented to the children at least twice.

LESSON I - PART D

NARRATION - TAPE I

Good morning is Buenos días in Spanish. Can you say Buenos días? When you hear the bell please repeat after me.

Dí-as, días*

R. DÍAS

días*

R. DÍAS

días*

R. DÍAS

buenos*

R. BUENOS

buenos*

R. BUENOS

buenos*

R. BUENOS

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

buenos días*

R. BUENOS DÍAS

Now we can say good morning in Spanish to all our friends!

Let's talk about the classroom and see if we can learn the names in Spanish for some of the things we see. Let's start by learning to say "here" in Spanish which is aquí. When the bell rings you repeat after me, O.K.?

A-quí, aquí*

R. AQUI

Aquí*

R. AQUÍ

Aquí*

R. AQUÍ

Now let's say "here is" in Spanish which is aquí está. Repeat after the bell rings.

Aquí está*

R. AQUÍ ESTÁ

Aquí está*

R. AQUÍ ESTÁ

Aquí está*

R. AQUÍ ESTÁ

Now we can talk about many things, for instance "Here is the pen" in Spanish is Aquí está la pluma. Let's say "pen" in Spanish. Will you say it after the bell rings please?

plu-ma, pluma*

R. PLUMA

pluma*

R. PLUMA

pluma*

R. PLUMA

Aquí está la pluma*

R. AQUÍ ESTÁ LA PLUMA

Aquí está la pluma*

R. AQUÍ ESTÁ LA PLUMA

Aquí está la pluma*

R. AQUÍ ESTÁ LA PLUMA

Let's say "ruler" in Spanish. It is regla. Repeat after me when the bell rings.

Re-gla, regla*

R. REGLA

regla*

R. REGLA

regla*

R. REGLA

Aquí está la regla*

R. AQUÍ ESTÁ LA REGLA

Aquí está la regla*

R. AQUÍ ESTÁ LA REGLA

Aquí está la regla*

R. AQUÍ ESTÁ LA REGLA

"Chalk" is tiza in Spanish. Will you say tiza after the bell rings?

Ti-za, tiza*

R. TIZA

tiza*

R. TIZA

tiza*

R. TIZA

Aquí está la tiza*

R. AQUÍ ESTÁ LA TIZA

Aquí está la tiza*

R. AQUÍ ESTÁ LA TIZA

Aquí está la tiza*

R. AQUÍ ESTÁ LA TIZA

Libro is the Spanish word for book. Say it after the bell rings.

Li-bro, libro*

R. LIBRO

libro*

R. LIBRO

libro*

R. LIBRO

Aquí está el libro*

R. AQUÍ ESTÁ EL LIBRO

Aquí está el libro*

R. AQUÍ ESTÁ EL LIBRO

Aquí está el libro*

R. AQUÍ ESTÁ EL LIBRO

The word for game is hard. Say juego after me when the bell rings.

Jue-go, juego*

R. JUEGO

juego*

R. JUEGO

juego*

R. JUEGO

Aquí está el juego*

R. AQUÍ ESTÁ EL JUEGO

Aquí está el juego*

R. AQUÍ ESTÁ EL JUEGO

Aquí está el juego*

R. AQUÍ ESTÁ EL JUEGO

Do you know how to say paper in Spanish? Paper is papel. Now you say it after the bell rings.

Pa-pel, papel*

R. PAPEL

papel*

R. PAPEL

papel*

R. PAPEL

Aquí está el papel*

R. AQUÍ ESTÁ EL PAPEL

Aquí está el papel*

R. AQUÍ ESTÁ EL PAPEL

Aquí está el papel*

R. AQUÍ ESTÁ EL PAPEL

Now let's play a game. When I name something in Spanish will you point to it? Let's see if you can remember. After the bell rings you point to the object that I have just named.

La pluma*

La regla*

La tiza*

El libro*

El juego*

El lápiz*

El papel*

Adiós is good-bye in Spanish. Adiós, Adiós.

FIN

LESSON II - PART A

LESSON OBJECTIVES

1. ¿Dónde está la pluma?
   ¿la regla?
   ¿la tiza?

2. ¿Dónde está el libro?
   ¿el lápiz?
   ¿el papel?

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Identifies pictures or objects after teacher's question. Auditory Listens to teacher's explanations. Listens to the teacher modeling questions. Listens to question-asking intonation. Listens to response intonation. Distinguishes between question and answer intonation. Conceptual Understands question-asking patterns. Understands ¿dónde está? as a question asking paradigm Understands aquí está as an answer paradigm. Association Relates pictures or objects to responses. Verbal Asks questions using ¿dónde está?	Basic Activity Use vocabulary cards for Lesson I. Explain that ¿Dónde está? means "Where is?" in Spanish. Model the expression by exaggerating the sounds. Show the children that if you ask them ¿Dónde está el libro? (Where is the book?), they are to answer Aquí está el libro (Here is the book). Exaggerate intonation pattern in both question and answer and model this several times before having the children attempt it. Place the vocabulary cards on the table. Ask a question about one of the pictures and answer it pointing to the appropriate picture when answering. Ask the children to point to the appropriate picture when you ask the questions. Reinforce good responses. Start by having the whole group participate until they have acquired confidence and follow by asking each child to respond individually at least twice. (cont'd)

LESSON II - PART A (CONT'D)

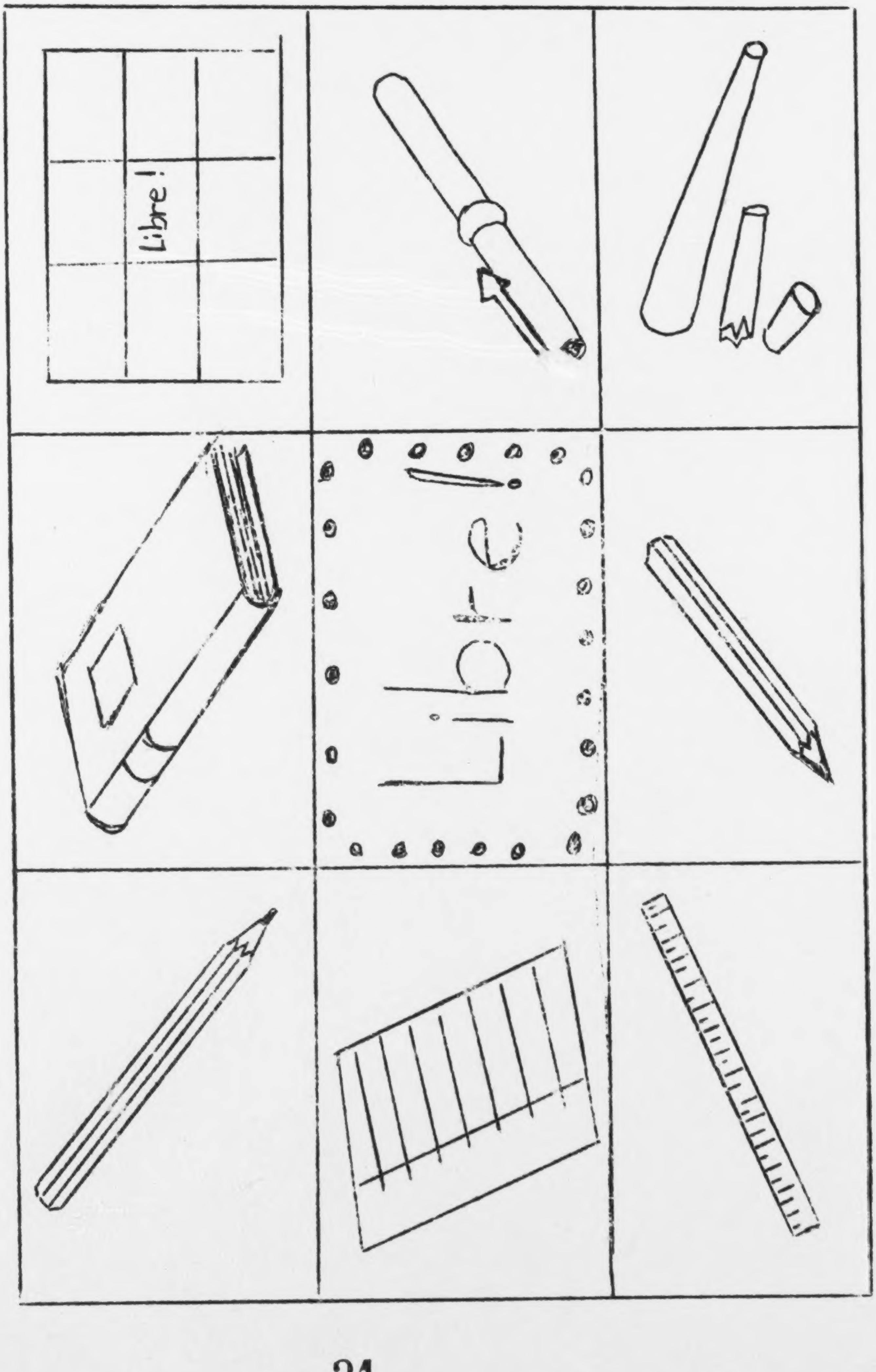
SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Answers questions using aquí está. Answers simple questions in full sentences. Motor Follows directions and points to the appropriate picture. Follows directions and selects the appropriate objects. Group Participation Takes active part in small group instruction. Socialization Participates in small group activity. Participates individually. Leadership Can model teacher's role.	Extended Activity 1. Take out the objects and follow the same question-asking procedure as described in the Basic Activity. 2. Use a group leader whenever possible to model the teacher's role and encourage peer teaching as often as possible. 3. Evaluation Keep a record of those children with enunciation or labeling difficulties and plan additional activities for them. 4. Suggested Additional Activity Play the ¿Dónde está....? - Aquí está.... game using the tagboard circle. (See page 5).

LESSON II -PART B

LESSON OBJECTIVE

To reinforce lesson objectives of Part A

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
The same as those defined in Part A.	Basic Activity Make sufficient Bingo cards for each child using the target vocabulary only. As this lesson contains only seven target words, it is necessary to repeat one of the objects twice. Be sure to change the object that is repeated in each card. Run extra copies of the ditto and cut out each square and paste on tagboard. Make as many calling cards as the number of times you have included each object in the Bingo. The size of the cards should be the same as each square of the Bingo card. Let each child in the learning center have one Bingo card. Stack the calling cards face down in the center of the table. Players will play clock-wise. As each child takes a turn he is to pick up a card, turn it and say ¿dónde está? and give the appropriate label for the picture on the card. As he does this, he covers the square which has the same picture and says aquí está and labels the object again. The next player does likewise until one of the players covers all his Bingo card. It should be explained to the children that if they have two of the same picture in their card they must draw two of the same kind before they can finish their card. Please turn to pages 16 and 17 for guidance in making the Bingo. Page 17 shows the objects in writing because of space; they should be drawn and not written at this stage.


Libre !
Libre

libro	lápiz	tiza
juego	Libre	pluma
papel	regla	lápiz

lápiz	libro	tiza
pluma	Libre	juego
lápiz	regla	papel

libro	tiza	lápiz
lápiz	Libre	regla
regla	papel	juego

juego	pluma	libro
papel	Libre	juego
regla	lápiz	tiza

papel	juego	pluma
libro	Libre	juego
tiza	regla	lápiz

pluma	papel	juego
libro	Libre	libro
regla	tiza	papel

LESSON II - PART C

LESSON OBJECTIVES

1. To listen to narration on tape.
2. To reinforce target vocabulary.
3. To reinforce the greeting buenos días.
4. To introduce Adiós.
5. To introduce hasta luego.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on objects or drawings of target vocabulary. Auditory Listens to narration on tape. Motor Follows directions and points to the appropriate object or drawing. Verbal Reproduces content of tape appropriately.	Basic Activity Children will be on listening posts with the teacher the first time the tape is presented. The teacher will have the written copy of the narration before her so that she can model the expected response after the bell rings. The Vocabulary Cards used for Lesson I, the Bingo Cards, the tagboard circle or the objects themselves should be on the table of the learning center so that every child can easily point to them and follow directions on the tape.
Group Participation Listens to tape with adult modeling. Listens to tape witout adult supervision.	Extended Activity A leader can be appointed to model the teacher's role after the first time the tape is heard and when the children know the sequence and the expected responses.
Leadership Models appropriate response from tape for peers.	Estended Activity for those children with some difficulty in the acquisition of the target vocabulary. The tape can be stored in an accessible place where the slower learner can listen to it before going on to the next lesson.

Buenos días. Can you say buenos días now? When the bell rings you say buenos días to me. Ready?

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

Let's see if you can remember all the things we've been talking about. When the bell rings, please repeat after me.

Aquí está el libro*

R. AQUÍ ESTÁ EL LIBRO

Aquí está la pluma*

R. AQUÍ ESTÁ LA PLUMA

Aquí está el papel*

R. AQUÍ ESTÁ EL PAPEL

Aquí está la tiza*

R. AQUÍ ESTÁ LA TIZA

Aquí está la regla*

R. AQUÍ ESTÁ LA REGLA

Aquí está el juego*

R. AQUÍ ESTÁ EL JUEGO

Aquí está el lápiz*

R. AQUÍ ESTÁ EL LÁPIZ

Good! Now let's play a game. I will say the names of the things we've been talking about one by one. When you hear the bell you point at the object and you say "Here it is" in Spanish. For example: I will say el libro, now you point to the book and say aquí está el libro. Let me say it again. When I say el libro and you hear the bell, you point to the book and say: aquí está el libro. Ready?

el lápiz*

R. AQUÍ ESTÁ EL LÁPIZ

la regla*

R. AQUÍ ESTÁ LA REGLA

el papel*

R. AQUÍ ESTÁ EL PAPEL

la tiza*

R. AQUÍ ESTÁ LA TIZA

el juego*

R. AQUÍ ESTÁ EL JUEGO

la pluma*

R. AQUÍ ESTÁ LA PLUMA

Now I want to know how many questions you can answer. When I say ¿Dónde está el libro? and you hear the bell ring, you point to the book and say aquí está el libro

¿Dónde está el libro?

R. AQUÍ ESTÁ EL LIBRO

Did you answer Aquí está el libro? Good! Let's go on to the next word.

¿Dónde está el lápiz?

R. AQUÍ ESTÁ EL LÁPIZ

¿Dónde está la pluma?*

R. AQUÍ ESTÁ LA PLUMA

¿Dónde está el papel?*

R. AQUÍ ESTÁ EL PAPEL

¿Dónde está la tiza?*

R. AQUÍ ESTÁ LA TIZA

¿Dónde está la regla?*

R. AQUÍ ESTÁ LA REGLA

¿Dónde está el juego?*

R. AQUÍ ESTÁ EL JUEGO

Now let's play another game. Let's see how many questions you can ask me. When I give you a name you ask me where it is. I will say la pluma, for instance, and you ask me: ¿Dónde está la pluma? after the bell rings. Let's try it.

la pluma*

R. ¿DÓNDE ESTÁ LA PLUMA?

Did you ask me ¿Dónde está la pluma? Good. Let's go on to the next question.

el lápiz*

R. ¿DÓNDE ESTÁ EL LÁPIZ?

el libro*

R. ¿DÓNDE ESTÁ EL LIBRO?

la regla*

R. ¿DÓNDE ESTÁ LA REGLA?

el juego*

R. ¿DÓNDE ESTÁ EL JUEGO?

la tiza*

Adiós. Will you say goodbye in Spanish after the bell rings?

Adiós*

R. ADIÓS

Adiós*

R. ADIÓS

Adiós*

R. ADIÓS

Let's learn to say so-long in Spanish; it is hasta luego. Say after me when the bell rings.

Lue-go, luego*

R. LUEGO

luego*

R. LUEGO

luego*

R. LUEGO

hasta*

R. HASTA

hasta*

R. HASTA

hasta*

R. HASTA

Hasta luego*

R. HASTA LUEGO

Hasta luego*

R. HASTA LUEGO

Hasta luego*

R. HASTA LUEGO

Adiós*

R. ADIÓS

FIN

LESSON II - PART D

LESSON OBJECTIVES

1. To evaluate learning process.

SKILLS TO BE EVALUATED	EVALUATION PROCEDURE
Visual Ability to focus attention on displayed material. Ability to identify pictorial representation of target vocabulary. Auditory Ability to listen to a question. Ability to distinguish between a question and an answer. Ability to distinguish the intonation of a question and an answer. Conceptual Knowledge of the target labels. Understanding of the concept aquí está.... Understanding the concept ¿dónde está?	Evaluating Activity Reproduce on a ditto sheet the seven objects in the target vocabulary. Cut up in small squares and place in an envelope. Make enough for each child in the learning center. Ask the children ¿Dónde está... a given object. Let the children find the given object in their envelope, place it on the table and answer aquí está.... Once you have been through all of the pictures have the children put them back in the envelopes. Repeat the procedure individually until all of the children have answered all of the questions.
Association Ability to relate objects to pictorial representation. Ability to relate objects with labels. Verbal Ability to label objects. Ability to answer simple questions.	Extended Activity Let a group leader ask a question to any of the children in the center. When the child being asked answers in a full sentence, he, in turn, will ask a question of another child until all cards are taken out of envelope.

LESSON II - PART D (Cont'd)

LESSON OBJECTIVES

1. To evaluate the learning process.

SKILLS TO BE EVALUATED		EVALUATION PROCEDURES
Motor Ability to follow directions and point to the appropriate drawing.		Record Keeping The teacher can use the thin column in the middle of the pages to evaluate the different skills by making a check after each skill described.
Leadership Ability to model teacher's role.		
Small Group Participation Ability for self-direction without adult guidance.		

LESSON III - PART A

LESSON OBJECTIVES

café
verde
rojo
amarillo
anaranjado
azul
morado
blanco
negro

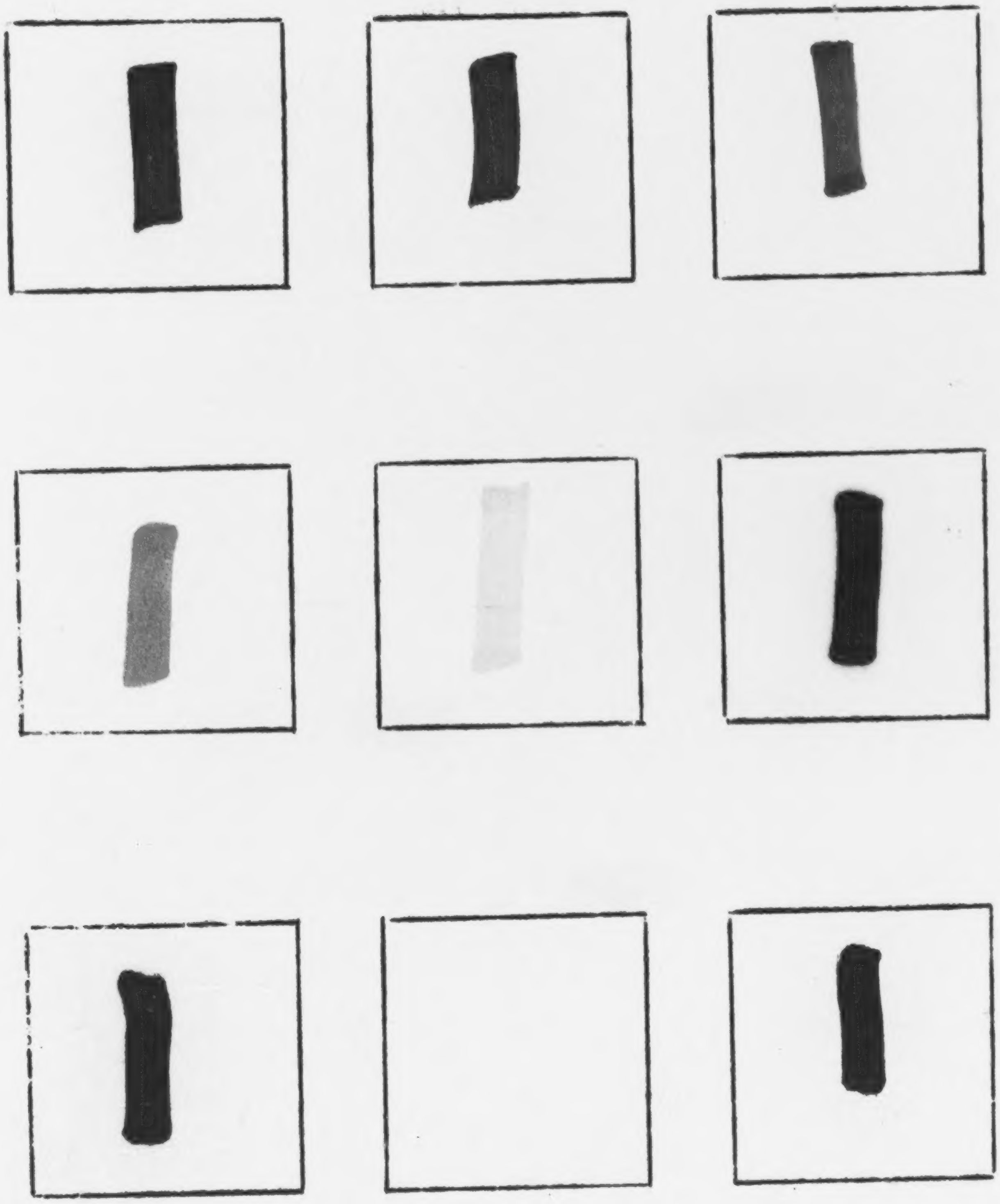
SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on color cards presented. Auditory Listens to teacher label each color in Spanish. Conceptual Understands color concepts. Verbal Labels the colors appropriately.	Basic Activity Cut out 6 X 6 squares of construction paper of the nine target colors and place them in an envelope. Take out one color at a time and model the lable several times for the children. Exaggerate sounds. Have the group repeat after you. Explain to the children that you are going to pass the card around so that each will say the name of the color to his neighbor. Take a color, label it, and pass it to the child at your right. Praise good responses. Repeat the procedure until all colors have been labelled and passed around. Help children with difficulties and praise them for their effort.
Leadership Models for peers.	Extended Activity A group leader who has mastered the color concepts can be appointed to model for his peers thus making this a possible independent activity without adult supervision.

LESSON III - PART B

LESSON OBJECTIVES

To reinforce color concepts.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Distinguishes one color from another. Identifies the appropriate color. Auditory Listens to teacher label the colors. Conceptual Understands color concepts.	Basic Activity Run a ditto with 9 squares as shown on page 28. Cut out matching squares of construction paper and paste on sheet as indicated. Make one chart for each child in the learning center. The teacher uses color squares used for Part A. Take out one color at a time and label it. Ask children to point to the color in their chart and label it. Go through all colors several times.
Verbal Labels colors appropriately. Motor Follows directions and points to the appropriate color after teacher's cue. Group Participation Participates in activity.	Extended Activity 1. Using the same color chart pass out chips to children. Call out the colors and have them cover their sheet labeling the color as they cover it.
	2. A group leader can be appointed to do this.
Leadership Models teacher's role.	Related Additional Activity Gather all sorts of toys in different colors and put in a guessing box. Let each child take out a toy and give the color of it. This game may be played without adult supervision.



LESSON III - PART C

LESSON OBJECTIVES

1. To reinforce color concepts.
2. To reinforce question-asking.

SKILLS TO BE DEVELOPED

Visual
Identifies each color.

Selects appropriate color.

Auditory
Listens to teacher explain the procedure of the game.

Conceptual
Understands *verde*, *azul*, *negro*, *morado*, *anaranjado*, *amarillo*, *blanco*, *café*.

Verbal
Labels colors appropriately.

Asks *¿dónde está?* questions appropriately.

Answers questions using *aquí está*.

Motor
Follows directions and selects appropriate color.

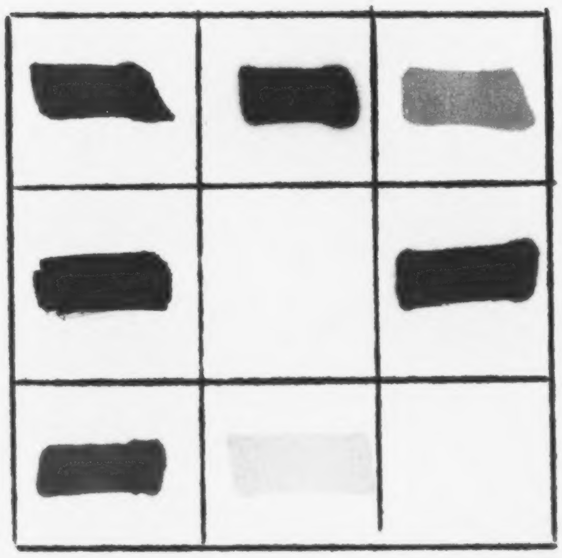
Group Participation
Actively participates in activity.

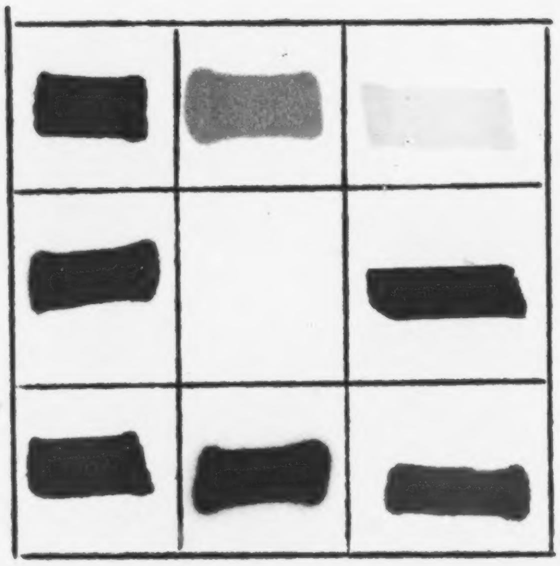
TEACHING PROCEDURES

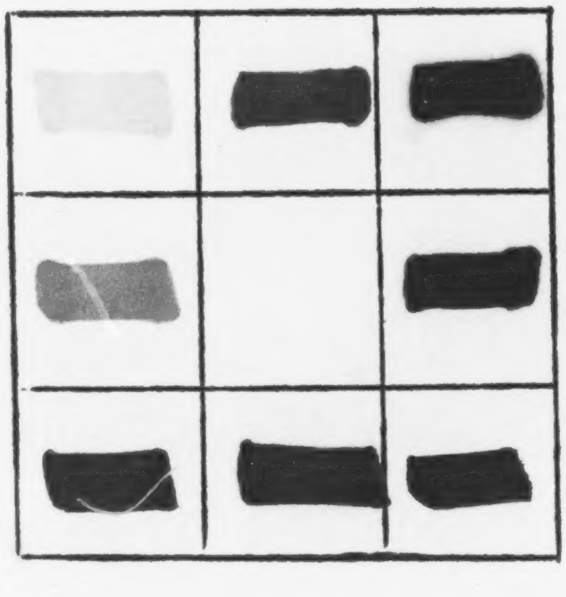
Basic Activity
Run ditto as shown on page 28. Cut squares 1 1/2 X 1 1/2 out of construction paper to include all nine target colors. Make a set of colors for each child and one for the teacher. Clip together. Give a set of squares to each child. Explain that this is a "Question-Asking Game". Play it clock-wise. Turn to the child at your right and ask him, for example: *¿Dónde está el rojo?* The child is to find the red square in his set, take it out, show it to everyone and say: *Aquí está el rojo*. After answering, the child places the red square on his ditto sheet, turns to his neighbor and asks him *¿Dónde está*... another color. The procedure is continued until the children have answered all the questions and their ditto sheet is fully covered. When the question-asking is finished, the children can paste the squares onto the ditto sheet and can take them home.

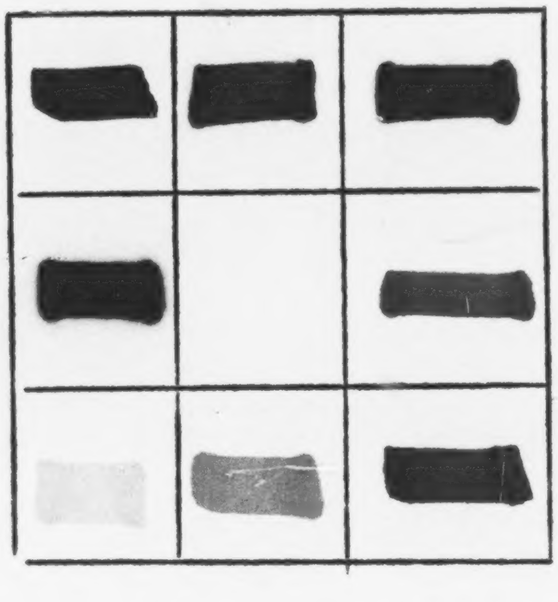
Parent Involvement
A letter to the parents can be sent home at this time to share with them the class activity and to reinforce at home the color concepts in Spanish (See page 31 for letter sample).

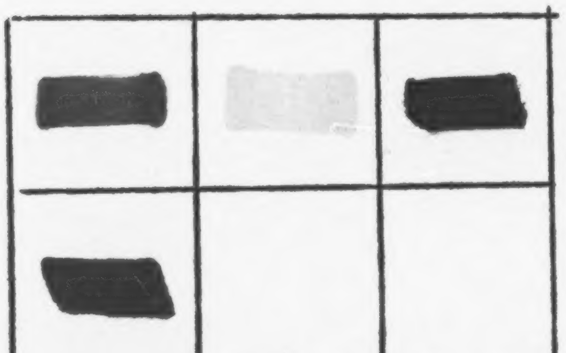
Alternate Activity
Run a ditto as shown on page 30. Let the children fill in the squares with colored felt pens instead of pasting.

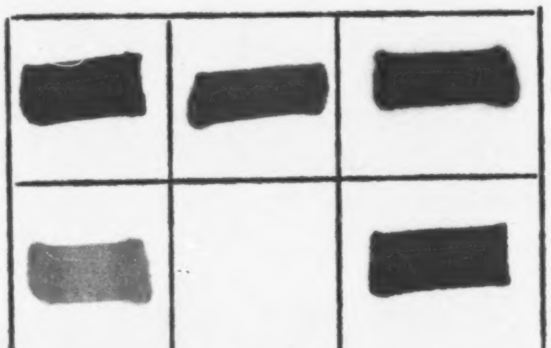












Queridos padres:

______________________(name of child) está aprendiendo los nombres de los colores en clase. Ustedes pueden ayudar a su niño(a) hablando de ellos en todas las oportunidades que se presenten cuando él (ella) esté en casa.

Las siguientes sugerencias podrían emplearse para ayudar a su niño(a) a recordar el nombre de cada color.

1. Pregúntele cuál es el color de los distintos trastes en la cocina.
2. Pídale que le diga todos los colores de la ropa que él (ella) trae puesta.
3. Haga una colección de objetos de distintos colores y póngalos en una caja. Saque uno por uno y pida el color de cada objeto. Por ejemplo:
    a. El pañuelo es ....
    b. El lápiz es ....
    c. La tapadera es ....

Es mucha la satisfacción que un niño recibe al oír que sus padres alaban y se entusiasman con todo lo nuevo que él aprende. Contamos con ustedes.

Les saluda respetuosamente,

____
(Name of teacher)

LESSON III - PART D

LESSON OBJECTIVES

1. El lápiz es amarillo.
2. El libro es azul.
3. La tiza es blanca.
4. La pluma es roja.
5. El juego es verde.
6. El papel es anaranjado.
7. La regla es morada.
8. La pizarra es negra.

SKILLS TO BE DEVELOPED

Visual
Focuses attention on cards which have previous vocabulary and are now in colors.

Auditory
Listens to the teacher introducing the color concepts in full sentences.

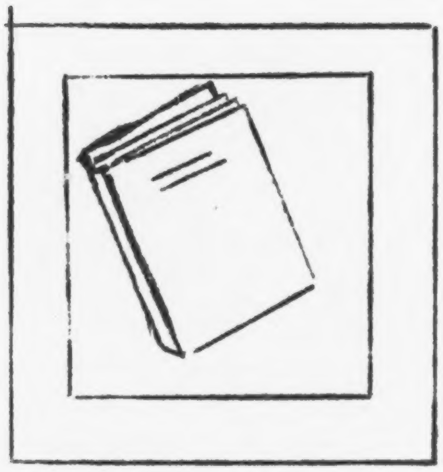
Listens to introduction of pizarra.

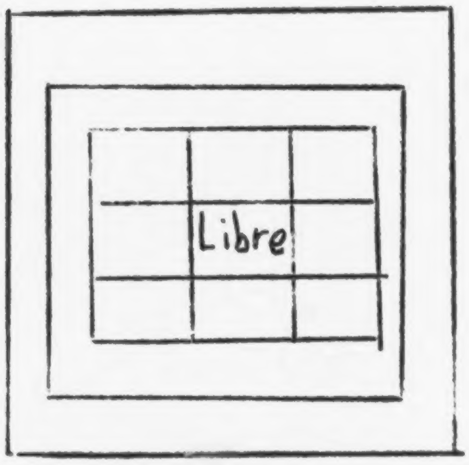
Conceptual
Understands the colors of the objects.

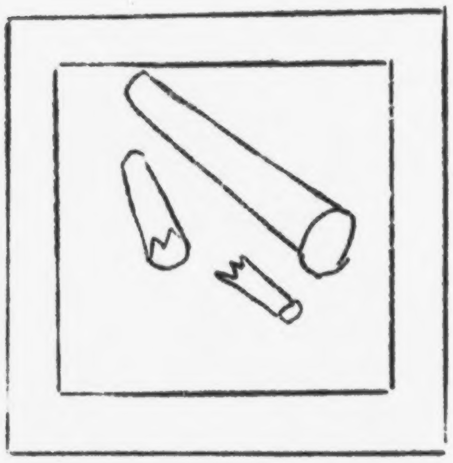
Verbal
Imitates teacher's statements appropriately.

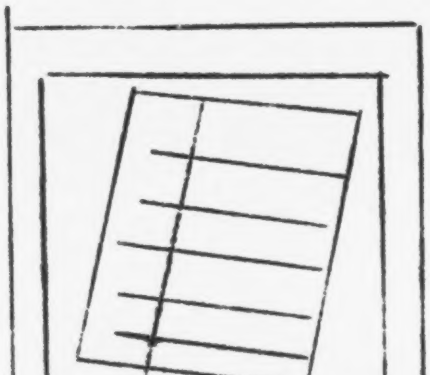
TEACHING PROCEDURES

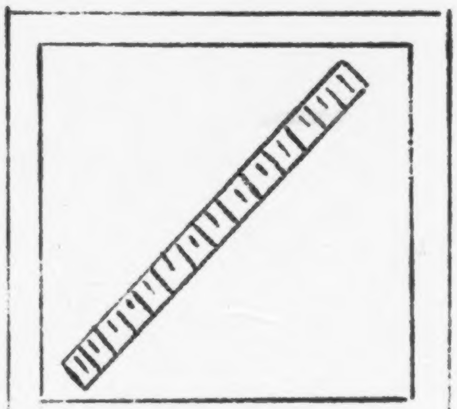
Basic Activity
Reproduce vocabulary cards as shown on page 33. Cut out one set and paste on colored tagboard to facilitate handling. Color the pencil yellow, the book blue, the chalk white, the pen red, the game green, the paper orange, the ruler purple, the chalkboard black. Introduce each card as outlined above in the objectives. Have children repeat after you until they can reproduce the whole utterance appropriately. Drill the whole group and follow through with each child. Introduce the word pizarra and follow up with the whole sentence. Repeat activity by passing the cards around and letting the children reproduce the description of each card to each other.

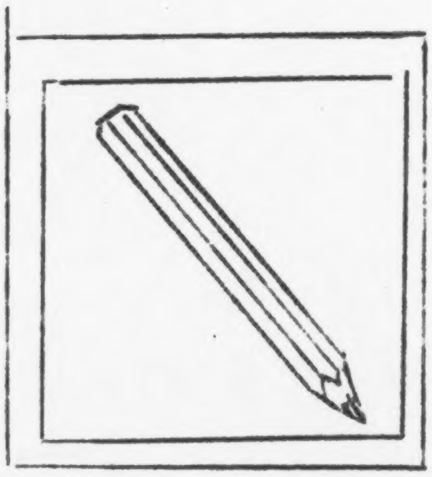


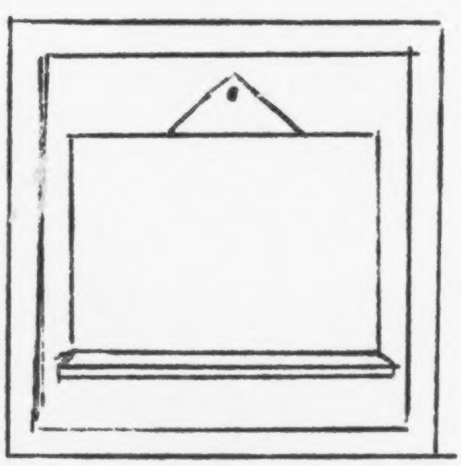

Libre











LESSON III - PART E

LESSON OBJECTIVES

1. To reinforce color concepts.
2. To reinforce basic vocabulary including Buenos días, maestra and pizarra.
3. To introduce naranja.
4. To reinforce affirmative answers with sí.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on colored vocabulary cards. Auditory Listens to narration on tape. Distinguishes pauses which elicit responses. Conceptual Understands content of narration. Recognizes Buenos días, maestra; pizarra and sí. Association Relates color concept to particular object. Verbal Reproduces appropriately each utterance modeled on the tape. Group Participation Listens to tape without adult supervision. Task Persistence Pays attention to entire tape.	Basic Activity Teacher should listen to tape before presenting it to the children in order to model the appropriate responses at the appropriate time. The vocabulary cards that have been colored (see page 33) are to be placed on the table and the teacher will point to each one in the order in which they are introduced on the tape. It is suggested that the tape may be presented more than once and that a group leader be trained to do it after it has been introduced by the teacher first.

LESSON III - PART E (Cont'd)

NARRATION - LESSON III

Buenos días. Do you remember how to say "Good morning" in Spanish? Say it for me after the bell rings.

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

When you want to say "Good morning" to the teacher you say: Buenos días, maestra. Say maestra after the bell rings.

Ma-es-tra, maestra*

R. MAESTRA

Maestra*

R. MAESTRA

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Do you know how to say "yes" in Spanish? It is _sí_. Can you say _sí_?

Sí*

R. SÍ

Sí*

R. SÍ

Sí*

R. SÍ

Now if I ask you _¿Aquí está el libro?_ your answer is: _Sí, aquí está el libro_. Once again: _¿Aquí está el libro?_ _Sí, aquí está el libro._ Now, you answer me when the bell rings:

¿Aquí está el libro?*

R. SÍ, AQUÍ ESTÁ EL LIBRO.

¿Aquí está el lápiz?*

R. SÍ, AQUÍ ESTÁ EL LÁPIZ.

¿Aquí está la tiza?*

R. SÍ, AQUÍ ESTÁ LA TIZA.

¿Aquí está el juego?*

R. SÍ, AQUÍ ESTÁ EL JUEGO.

¿Aquí está la pluma?*

R. SÍ, AQUÍ ESTÁ LA PLUMA.

¿Aquí está el papel?*

R. SÍ, AQUÍ ESTÁ EL PAPEL.

¿Aquí está la regla?*

R. SÍ, AQUÍ ESTÁ LA REGLA.

Let's learn the names of some colors in Spanish. Repeat after me when the bell rings. Yellow is amarillo....

Amarillo*

R. AMARILLO

A-ma-ri-llo*

R. AMARILLO

Amarillo*

R. AMARILLO

Let's say "The pencil is yellow": El lápiz es amarillo. Listen, El lápiz es amarillo. Now, when the bell rings, you say it:

El lápiz es amarillo*

R. EL LÁPIZ ES AMARILLO

El lápiz es amarillo*

R. EL LÁPIZ ES AMARILLO

El lápiz es amarillo*

R. EL LÁPIZ ES AMARILLO

Blue is azul.

Azul*

R. AZUL

Azul*

R. AZUL

Azul*

R. AZUL

The book is blue.

El libro es azul*

R. EL LIBRO ES AZUL

El libro es azul*

R. EL LIBRO ES AZUL

El libro es azul*

R. EL LIBRO ES AZUL

White is blanco or blanca.

Blanca*

R. BLANCA

Blanca*

R. BLANCA

Blanca*

R. BLANCA

The chalk is white.

La tiza es blanca*

R. LA TIZA ES BLANCA

La tiza es blanca*

R. LA TIZA ES BLANCA

La tiza es blanca*

R. LA TIZA ES BLANCA

Green is verde.

Verde*

R. VERDE

Verde*

R. VERDE

Verde*

R. VERDE

The game is green.

El juego es verde*

R. EL JUEGO ES VERDE

El juego es verde*

R. EL JUEGO ES VERDE

El juego es verde*

R. EL JUEGO ES VERDE

Red is rojo and also roja.

Roja*

R. ROJA

Roja*

R. ROJA

Roja*

R. ROJA

The pen is red.

La pluma es roja*

R. LA PLUMA ES ROJA

La pluma es roja*

R. LA PLUMA ES ROJA

La pluma es roja*

R. LA PLUMA ES ROJA

Orange is a long word: anaranjado. Say after me when the bell rings:

A-na-ran-ja-do*

R. ANARANJADO

Anaranjado*

R. ANARANJADO

Anaranjado*

R. ANARANJADO

An orange is a naranja. Say naranja when the bell rings.

Naranja*

R. NARANJA

Naranja*

R. NARANJA

Naranja*

R. NARANJA

Now let's say "orange color."

Anaranjado*

R. ANARANJADO

Anaranjado*

R. ANARANJADO

Anaranjado*

R. ANARANJADO

The paper is orange.

El papel es anaranjado*

R. EL PAPEL ES ANARANJADO

El papel es anaranjado*

R. EL PAPEL ES ANARANJADO

El papel es anaranjado*

R. EL PAPEL ES ANARANJADO

Purple es morado or morada. Please say after the bell rings:

Morada*

R. MORADA

Morada*

R. MORADA

Morada*

R. MORADA

The ruler is purple.

La regla es morada*

R. LA REGLA ES MORADA

La regla es morada*

R. LA REGLA ES MORADA

La regla es morada*

R. LA REGLA ES MORADA

Now let's learn a new word: Pizarra, that means "blackboard" in Spanish. Please say it after me when the bell rings.

Pi-za-rra*

R. PIZARRA

Pizarra*

R. PIZARRA

Pizarra*

R. PIZARRA

Black is negro or negra.

Ne-gra*

R. NEGRA

Negra*

R. NEGRA

Negra*

R. NEGRA

Let's say "The blackboard is black."

La pizarra es negra*

R. LA PIZARRA ES NEGRA

La pizarra es negra*

R. LA PIZARRA ES NEGRA

La pizarra es negra*

R. LA PIZARRA ES NEGRA

LESSON IV - PART A

LESSON OBJECTIVES

1. To reinforce question-asking skills.
2. To reinforce the use of *¿Dónde está?*
3. To reinforce affirmative answers using *Sí, sí es*....
4. To reinforce color concepts.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual To identify object with label. **Auditory** Listens to question-asking intonation. Listens to response intonation. Distinguishes question from answers. **Verbal** Asks questions using *¿Dónde está?* Answers questions affirmatively using *Sí, sí es*.... **Conceptual** Distinguishes between a question and an answer. **Association** Relates *¿Dónde está?* to information-seeking utterances. Extends use of *¿Dónde está?* to other utterances. **Motor** Selects the appropriate card that answers the question. **Leadership** Models question-asking patterns for peers. Models responses using sí for peers.	**Basic Activity** Use vocabulary cards which have been colored and place them face down on the table in the learning center. Explain to the children that this is a question-asking game and that each is to ask his neighbor two questions. Turn to the child on your right and ask him, for example, *¿Dónde está el lápiz?* Turn the cards over until you find the one showing the yellow pencil. Explain that when the right card is turned over that the desired response is *Aquí está el lápiz*. Explain that your second question will be to ask the color in which the object is painted. Model the question *¿Es amarillo?* Tell the children that the desired response would then be *Sí, sí es amarillo*. It will be necessary to model this procedure several times until the children understand fully the desired questions and answers. Once the children have understood the directions perfectly, this activity can be carried out by a group leader. As the game involves two questions and two answers be sure to reinforce appropriate questions and answers. Watch out for appropriate gender, and help children with difficulties.

LESSON IV - PART B

LESSON OBJECTIVES

1. To introduce No.
2. To introduce affirmative and negative responses.
3. To reinforce question-asking skills.

SKILLS TO BE DEVELOPED

Auditory
Listens to the pronunciation of no in Spanish.

Listens to utterances using No, no es.... as a pattern.

Listens to utterances using Sí, sí es.... as a pattern.

Verbal
Reproduces no with appropriate pronunciation.

Reproduces sentences using No, no.... and Sí, sí....

Conceptual
Distinguishes between sí and no responses.

Cooperation
Displays cooperation in learning how to play the game and participates in it.

TEACHING PROCEDURES

Basic Activity
Run ditto of basic vocabulary again. Cut out each object, color it and paste it on a tagboard strip 2 X 8. Fold each strip in in three parts to cover picture. Place in decorated envelope (See page 45). Model pronunciation of no several times and ask the children to imitate. Drill several times. Place envelope on table and take out one of the folded strips. Peek at it. Tell the children they have to guess what you have on the card by asking questions. Model the type of questions they can ask by saying, for example:

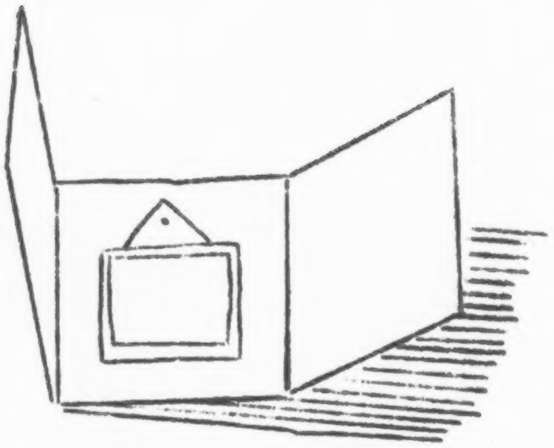
¿Es el lápiz?
No, no es el lápiz.
¿Es el libro?
No, no es el libro.

Explain that you are using no twice and that when the right label is given for the card that you are holding you then answer, Sí, sí es el juego. Explain once again that you are also using sí twice. Model the procedure several times until all children understand the pattern and reproduce it easily. Try the game first with t the whole group by modeling and eliciting questions and answers. Once the procedure is well-understood, distribute one folded strip to each child. Explain that the game will be played in clock-wise fashion and that each child will have a turn to ask questions of

LESSON IV - PART B (Continued)

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
	his neighbor. Model by attempting to guess what picture the child at your right has. Help him to reproduce appropriate responses. Praise good responses. Help each child when his turn comes to produce good questions and answers until the procedure is clear in everyone's mind. Then the children can swap cards and an appointed group leader could proceed with the game.

a)



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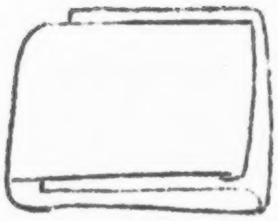

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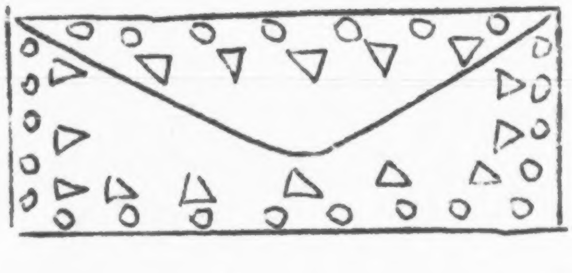


LESSON IV - PART C

LESSON OBJECTIVES

SKILLS TO BE DEVELOPED

Visual
Identifies the written label for each concept.

Conceptual
Recognizes the written label for each concept.

Association
Relates written form to object or color.

Motor
Fills in each line in the puzzle appropriately.

Fills in each sentence with correct color.

Task Persistence
Finishes activity card.

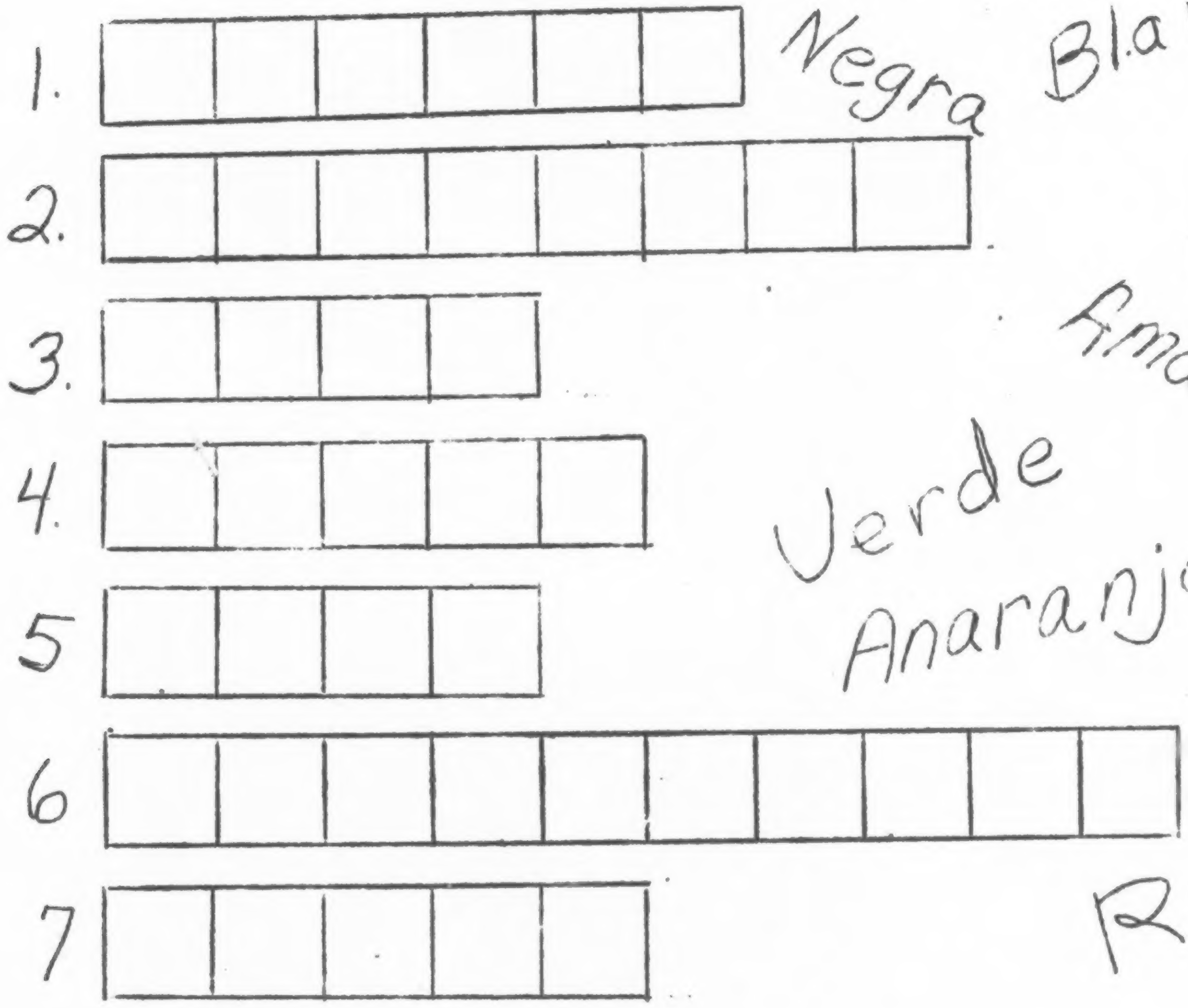
TEACHING PROCEDURES

Basic Activity
This activity can be skipped if this manual is being used in classrooms where the children are not doing too much written work.

Run ditto as shown on page 47 for all the children in the classroom. Make word cards of the basic vocabulary and the colors. Cut out the objects from the vocabulary cards and paste them on the word cards so that the children can relate label and object. Sound out each word modeling first and then having the children repeat after you. Praise those children that can reproduce the sounds appropriately. Help those with difficulties and praise them for their effort. Give each child an activity sheet. Show them that the answers are all around the top of the sheet. Ask them to fill in the squares. A group leader can be appointed to read to the other children in the learning center the seven sentences on the lower portion of the sheet. The children can accomplish this activity without supervision especially if spelling cards remain in an accessible place.

The children could take this sheet home with an accompanying letter to allow the parents to see their progress (See page 48).

CRUCIGRAMA



Negra Blanca

Azul

Amarillo

Verde

Anaranjado

Roja

1. La tiza es ______________________

2. El lápiz es ______________________

3. El libro es ______________________

4. El juego es ______________________

5. La pluma es ______________________

6. El papel es ______________________

7. La pizarra es ______________________

Estimados padres:

Queremos compartir con ustedes el gusto de ver el buen trabajo que ___________________ (name of child) está haciendo en clase.

Hoy terminamos de estudiar los nombres de los colores y pasaremos a estudiar los nombres de algunos de los objetos en la clase.

Tomamos esta oportunidad para extenderles una cordial invitación a nuestra clase. Su visita nos será muy grata.

Una vez más, felicitando a ___________________ (name of child), me suscribo de ustedes,

Muy Atentamente,

(name of teacher)

LESSON IV - PART D

LESSON OBJECTIVES

1. To listen to narration on tape.
2. To introduce:
    a) ¿Cómo estás?
    b) Bien, gracias.
    c) Gracias.
3. To reinforce color concepts.
4. To reinforce affirmative sentences.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Identifies objects in the order in which they appear on the tape. Identifies colors. Verbal Reproduces full sentences after cue. Answers simple affirmative sentences. Association Relates narration to material displayed in learning center. Motor Points to the appropriate color. Points to the appropriate picture.	Basic Activity Model ¿Cómo estás? and Bien, gracias for the children before they go to the listening posts. Try to elicit good responses. Place the colored vocabulary cards on the table and a set of color chips so that the children can point to them after the cue on the tape. Listen to the tape with children the first time to model the response at the appropriate time.

LESSON IV - PART D (continued)

NARRATION - TAPE III

Buenos días. Will you say Buenos días after the bell rings, please?

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

Now I am going to ask you how you are and I will say: ¿Cómo estás? ¿Cómo estás? Will you repeat after me when the bell rings and ask me how I am? Let's learn each word at a time.

Cómo*

R. CÓMO

Cómo*

R. CÓMO

Como*

R. CÓMO

Estás*

R. ESTÁS

Estás*

R. ESTÁS

Estás*

R. ESTÁS

Now, all together:

¿Cómo estás?*

R. ¿CÓMO ESTÁS?

¿Cómo estás?*

R. ¿CÓMO ESTÁS?

¿Cómo estás?*

R. ¿CÓMO ESTÁS?

So, ¿Cómo estás? means "How are you?". When I ask you how you are in English you answer, "Well, thank you." This in Spanish is Bien, gracias. Bien means "well" and Gracias means "thank you". Let's first learn to say "Thank you". Will you repeat after the bell, please?

Gracias*

R. GRACIAS

Gracias*

R. GRACIAS

Gracias*

R. GRACIAS

Now say:

Bien*

R. BIEN

Bien*

R. BIEN

Bien*

R. BIEN

Bien, gracias*

R. BIEN, GRACIAS

Bien, gracias*

R. BIEN, GRACIAS

Bien, gracias*

R. BIEN, GRACIAS

Now let's try both things together. I'm going to ask you how you are and you answer, Bien, gracias, after the bell.

¿Cómo estás?*

R. BIEN, GRACIAS

¿Cómo estás?*

R. BIEN, GRACIAS

¿Cómo estás?*

R. BIEN, GRACIAS

Now I am going to ask you some questions and you will answer them with sí. I will ask you for instance, "Is the pencil yellow?" and you answer in Spanish: Sí, el lápiz es amarillo. I'll say it again. ¿El lápiz es amarillo? You answer when the bell rings, Sí, el lápiz es amarillo. Are you ready? Don't forget to answer after the bell rings.

¿El lápiz es amarillo?*

R. SÍ, EL LÁPIZ ES AMARILLO

Did you say: Sí, el lápiz es amarillo? Good! Let's go on to another question.

¿El libro es azul?*

R. SÍ, EL LIBRO ES AZUL

¿La tiza es blanca?*

R. SÍ, LA TIZA ES BLANCA

¿El juego es verde?*

R. SÍ, EL JUEGO ES VERDE

¿El papel es anaranjado?*

R. SÍ, EL PAPEL ES ANARANJADO

¿La pluma es roja?*

R. SÍ, LA PLUMA ES ROJA

¿La regla es morada?*

R. SÍ, LA REGLA ES MORADA

¿La pizarra es negra?*

R. SÍ, LA PIZARRA ES NEGRA

Let's try something else. When the bell rings you first repeat after me and then point with your finger at the color that I am calling out.

Blanco*

R. BLANCO

Azul*

R. AZUL

Verde*

R. VERDE

Rojo*

R. ROJO

Negro*

R. NEGRO

Amarillo*

R. AMARILLO

Anaranjado*

R. ANARANJADO

Morado*

R. MORADO

Don't forget to repeat after me when the bell rings and poirt to the object that I am talking about.

El lápiz es amarillo*

R. EL LÁPIZ ES AMARILLO

La tiza es blanca*

R. LA TIZA ES BLANCA

El libro es azul*

R. EL LIBRO ES AZUL

El papel es anaranjado*

R. EL PAPEL ES ANARANJADO

La regla es morada *

R. LA REGLA ES MORADA

El juego es verde*

R. EL JUEGO ES VERDE

La pluma es roja*

R. LA PLUMA ES ROJA

Now we will play another game. I will ask you some questions with _¿Dónde_ _está_? which I want you to hear very carefully. After the bell rings you point to the right picture and answer me using _Aquí_ _está_. For instance, if I ask you _¿Dónde_ _está_ _el_ _lápiz_ _amarillo_? you point to the yellow pencil and say, _Aquí_ _está_ _el_ _lápiz_ _amarillo_. Let's try.

¿Dónde está el lápiz amarillo?*

R. AQUÍ ESTÁ EL LÁPIZ AMARILLO

¿Dónde está la pluma roja?*

R. AQUÍ ESTÁ LA PLUMA ROJA

¿Dónde está el juego verde?*

R. AQUÍ ESTÁ EL JUEGO VERDE

¿Dónde está la regla morada?*

R. AQUÍ ESTÁ LA REGLA MORADA

¿Dónde está el papel anaranjado?*

R. AQUÍ ESTÁ EL PAPEL ANARANJADO

Do you remember that we said "Thank you" at the beginning of this tape? Let's say it again.

Gracias*

R. GRACIAS

Gracias*

R. GRACIAS

Adiós*

R. ADIÓS

Adiós*

LESSON V - PART A

LESSON OBJECTIVES

1. To reinforce
    a) Buenos días
    b) ¿Cómo estás?
    c) Bien, gracias
    d) Gracias
2. To label the classroom in Spanish.
3. To acquaint the children with the Spanish labels of the room environment.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Becomes aware of the place where the Spanish label for each object in the room is to be found. Auditory Listens to the teacher label the objects in the classroom. Verbal Attempts to imitate the teacher's labels. Association Relates the label with the object.	Basic Activity Model Buenos días and elicit a response from each child. Follow by modeling Buenos días, ¿cómo estás? Elicit the reply Bien, gracias from each child. Repeat this in unison and individually. Now have the children ask you, ¿Cómo estás? and you model Bien, gracias. This activity should not last more than four to five minutes. Make word cards in brightly colored tagboard of the objects in the classroom listed on page 57. Have the children follow you around as you place each word card in its proper place. Call out each label several times and encourage the children to imitate. It is not expected that the children learn all of the labels at once. If there is more than one Spanish group, the following group can follow the teacher around the room and she can call out the labels as she points to them. The children should be encouraged to attempt to learn the names of all of the things in the classroom that have been labeled. Parent Involvement A ditto of the list on page 57 can be made and sent to the parents accompanied by the letter on page 58 asking them to help their child in recalling the labels. This will serve as a means of informing the parents about class activities and in fostering their involvement.

EL CENTRO DE ESPAÑOL
(The Spanish Center)

The following labels in Spanish can be placed throughout the classroom.

PUERTA - door

VENTANA - window

PISO - floor

ESCRITORIO - desk

MESA - table

SILLA - chair

ESTANTE - shelves

FREGADERO - sink

ARMARIO - cupboard (closed)

CAJÓN - drawer

CLOSET - closet

BIBLIOTECA - library

CALENTADOR - heater

RELOJ - clock

PARED - wall

BANDERA - flag

TECHO - ceiling

BANCO - bench

TAPETE - rug

LIBRO - book

CABALLETE - easel

ESTANTE DE LIBROS - bookshelf

RETRATOS - pictures

PIZARRA - chalkboard

Apreciables padres:

Estamos rotulando en español los muebles de la clase. Adjunto le enviamos la lista.

Ustedes pueden ayudar a su niño(a) a aprender estos nombres pidiéndole o dándole los nombres de los muebles de la casa siempre que se presente la ocasión. Así podrá repasarlos y se le grabarán mejor en la mente.

A continuación le enviamos algunas sugerencias para ayudar a su niño(a) a recordar los nombres en nuestra lista.

1. Pídanle que recorte de periódicos o revistas viejas todos los retratos de muebles que encuentre y que les diga los nombres de ellos.
2. Pídanle que nombre todos los muebles de la sala y del comedor.
3. Busquen un retrato de una habitación y pídanle que nombre todos los muebles que pueda.
4. Jueguen a las "escondidillas" con él (ella). Díganle que están pensando en un dulce muy rico y que lo van a esconder en un mueble de la casa. El niño(a) tiene que adivinar en qué mueble está escondido el dulce. Esto se puede repetir varias veces.

Mucho les agradecemos su cooperación.

Les saluda,

Atentamente,

____
(name of teacher

LESSON V - PART B

LESSON OBJECTIVES

To introduce:

- la maestra
- la niña
- el niño
- la puerta
- la mesa
- la ventana
- la silla

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Identifies label with object. Auditory Listens to the teacher label each item. Verbal Attempts to imitate teacher's labels. Conceptual Distinguishes difference between niño and niña. Association Relates label with concrete representation.	Basic Activity Explain to the children that they are going to learn how to say "teacher", "boy" and "girl" and also the names of some of the objects in the room which they labeled the previous day. Model La maestra and point to yourself or to the teacher. Now point to a girl in the learning center and say la niña. Follow with el niño. Drill in unison and then individually. Praise good responses. Have the children follow you around the room as you point and model the label for chair, door, etc. Drill each label in unison and then individually. Praise good responses each time and help those with difficulties praising them for their effort.

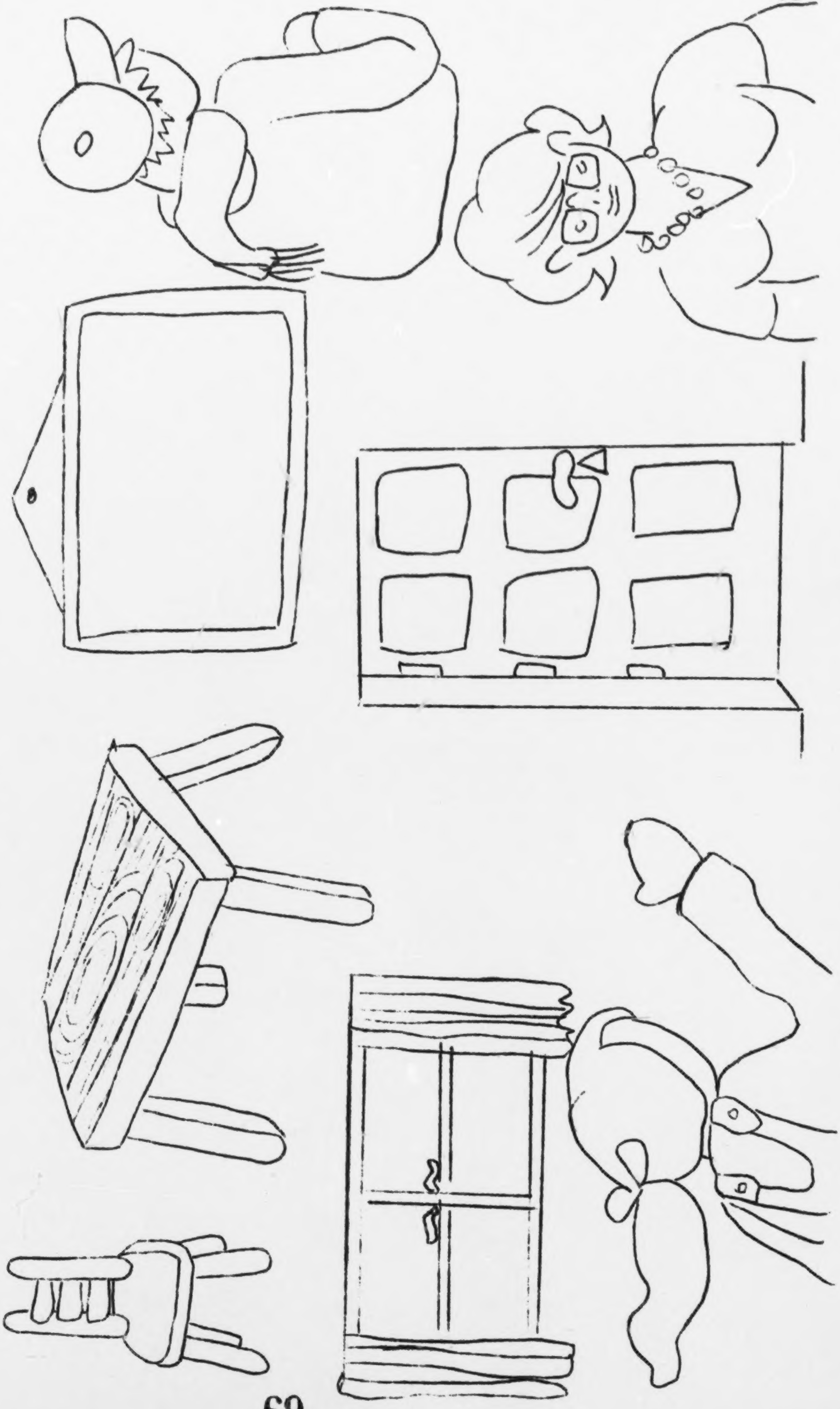
LESSON V - PART C

LESSON OBJECTIVES

1. To reinforce la maestra, la niña, el niño, la puerta, la mesa, la ventana, la silla.

2. To add new vocabulary to kernel structure.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Identifies label with picture. Auditory Listens to the teacher label each object. Listens to the teacher make statements in full sentences. Verbal Imitates teacher's statements after cue. Answers simple questions affirmatively.	Basic Activity Run ditto on page 61 to allow one copy for each child (These will be used again). Give one copy to each child in the learning center and explain that as you give each label the child is to point to it and repeat after you. Go through all eight objects. Then explain that the second round you will give the name of the object and that the children are to respond using the Aquí está pattern. Show them that if you say la silla, that they are to point to it and say Aquí está la silla. When all items have been drilled ask the children to respond individually. Tell them that you are going to skip around the learning center and that you will point to one object, give the cue and that the individual child is to respond with the Aquí está pattern. Praise good responses. If there is time you could ask them to give you "yes" answers individually. In clockwise fashion ask the child to your right for example, ¿Es la silla? Elicit responses using Sí, sí es la silla.



LESSON V - PART D

LESSON OBJECTIVES

1. To practice *No, no es*.... and *Sí, sí es*.... responses.
2. To reinforce target vocabulary.
3. To promote responses in full sentences.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Identifies label with picture. Auditory Listens to questions concerning pictures on display. Conceptual Understands the teacher's questions. Distinguishes between affirmative and negative sentences. Recognizes *la maestra*, *la niña*, *el niño*, *la puerta*, *la mesa*, *la ventana*, *la silla*. Verbal Answers questions using *No, no es*.... and *Sí, sí es*.... Labels appropriately *la maestra*, *la niña*, *el niño*, *la puerta*, *la mesa*, *la ventana*, *la silla*. Leadership Models teacher's role. Praises peer's good responses.	Basic Activity Place one copy of sheet with new vocabulary on table in learning center (Page 61). Explain to the children that you are going to ask them some questions about the objects drawn on the sheet and that they are to answer in full sentences using *No, no es*.... or *Sí, sí es*.... For example, point to the window and ask *¿Es la silla?* Elicit *No, no es la silla*. Now ask *¿Es la ventana?* Elicit *Sí, sí es la ventana*. Try this with the whole group and then individually. Place emphasis on question-asking intonation. A group leader can be appointed to carry on this activty. Encourage peer teaching and peer praising.

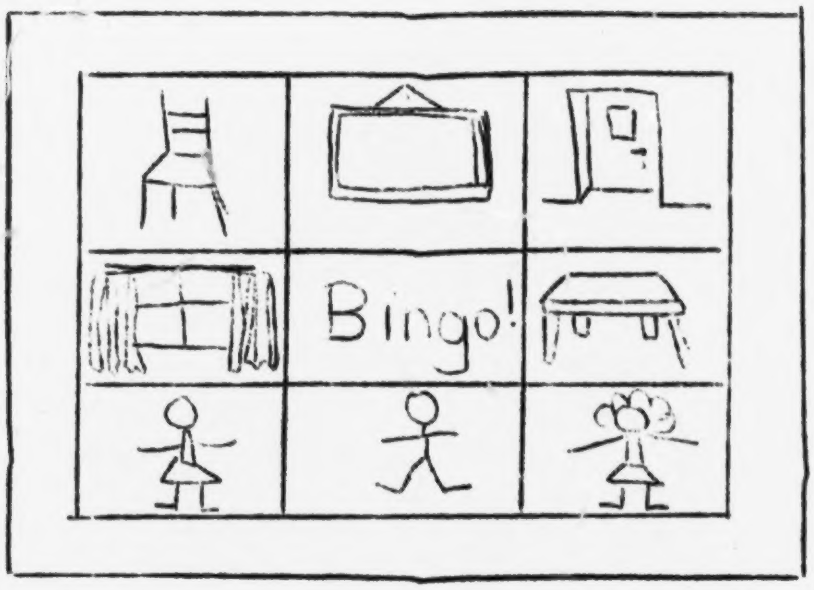
LESSON V - PART E

LESSON OBJECTIVES

To evaluate the learning process.

SKILLS TO BE EVALUATED	EVALUATION PROCEDURES
Visual Identifies pictorial representation of target vocabulary. Auditory Understands oral directions. Conceptual Knows target vocabulary. Verbal Appropriately labels: a. la niña b. la maestra c. el niño d. la pizarra e. la mesa f. la ventana g. la puerta h. la silla Participation Takes part in group activity. Persists at task. Cooperates. Leadership Gives instructions to peers accurately.	The teacher can run a copy of this form for each student which can serve as an individual evaluation checklist. A check mark can be placed in the center column when the child displays positive behaviors in the skills enumerated. Basic Activity Run 20 sheets of ditto on page 61. Cut out each item and make large Bingo cards (See page 64). Be sure to change the order in which the pictures are placed on each Bingo card. Cut out as many pictures as are shown on the Bingo cards and paste on cardboard or construction paper squares which are the same size as each square on the Bingo card. These will be the calling cards. Stack calling cards and place them face down on the learning center table. Give one Bingo card to each child and explain that in clockwise fashion each child will pick up a calling card, turn it over, give the appropriate label for it and use it to cover the matching square on his Bingo card. The first child to make a cross bingo is the winner. Repeat the game until all children have been evaluated. Alternate Procedure Appoint different group leaders to give out the instructions of how the game is to be played and assess their leadership skills.

a)



b)

LESSON VI - PART A

LESSON OBJECTIVES

1. To introduce allá.
2. To practice sentences using allá.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Identifies location of objects "here" or "there". Auditory Listens to teacher introduce allá. Listens to questions about location. Verbal Imitates teacher and produces allá Answers ¿Dónde está...? questions using either aquí or allá. Conceptual Distinguishes between aquí and allá. Motor Points to objects that are close at hand or to the appropriate direction of distant objects.	Basic Activity Explain to the children that Aquí está is used to point to things which are close at hand and that allá means "over there". Model Aquí está la niña and point to a girl in the learning center. Follow by saying Allá está la maestra for example. Give several examples of Aquí and Allá sentences. Have the children imitate by gesture and by repeating after you. Once the children have grasped the concept allá ask them to play with you the ¿Dónde está...? game. Explain carefully the method of playing by saying that you are going to ask them where certain things are. Make sure you have some pictures or concrete objects from the target vocabulary on the table in the learning center before starting as well as some at a distance. Start by having the whole group respond in unison after your question and follow by asking children specific questions individually. For example, ask ¿Dónde está la silla? Elicit Aquí está la silla. Follow with ¿Dónde está la ventana? and elicit Allá está la ventana. After some training a group leader could be appointed to ask the questions or it can be played by having each child take a turn in asking a question.

LESSON VI - PART B

LESSON OBJECTIVES

1. To introduce the concept of plurality.
2. To introduce las niñas and los niños.
3. To introduce the collective noun.

SKILLS TO BE DEVELOPED

Visual
Distinguishes between one and several.

Auditory
Listens to the teacher introduce las niñas and los niños.

Listens to the sound of final "s".

Conceptual
Understands plurality.

Distinguishes between singular and plural nouns.

Understands the collective plural.

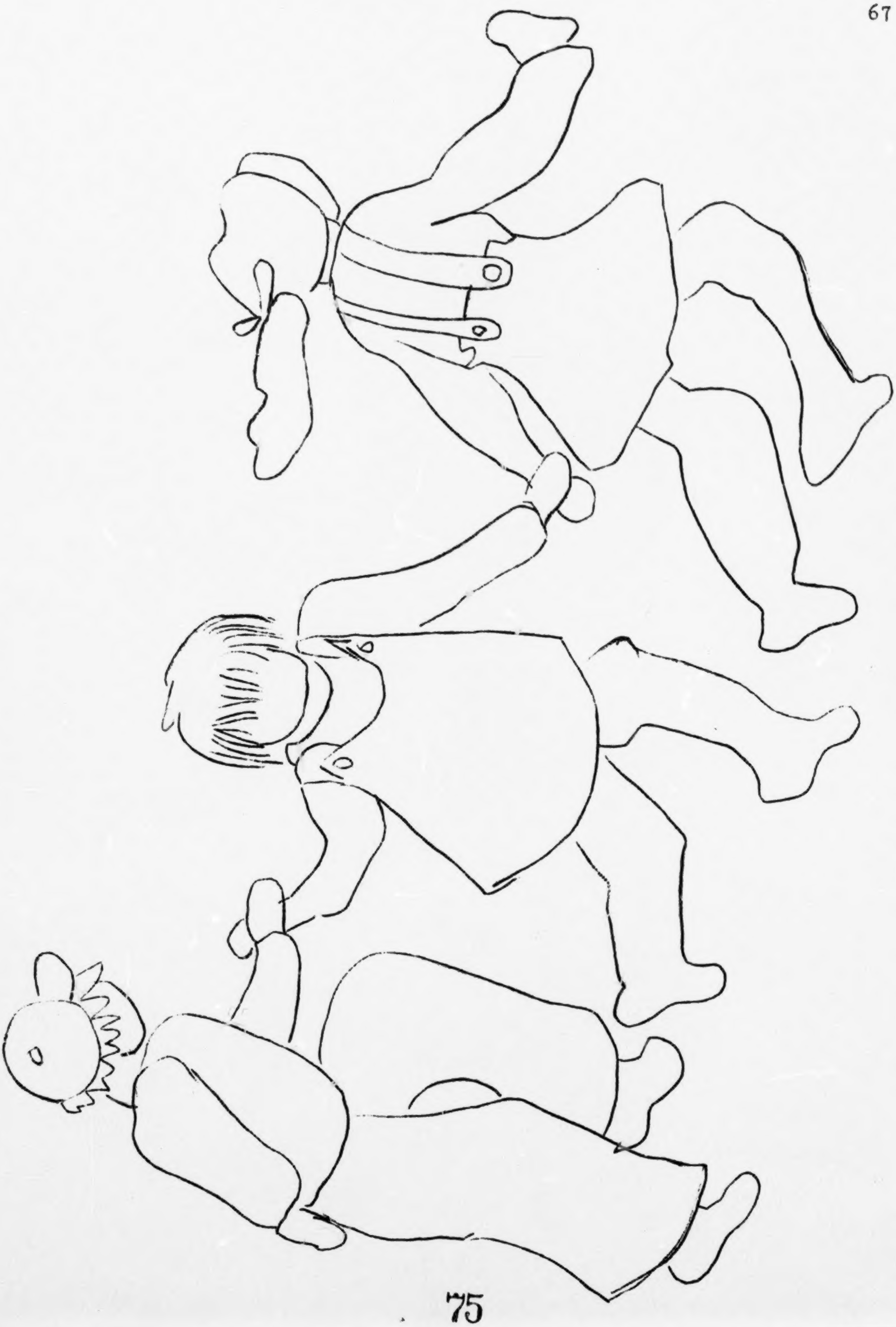
Verbal
Imitates teacher's pronunciation.

Answers simple questions using target vocabulary.

Motor
Points to la niña, el niño, las niñas, los niños and the collective los niños.

TEACHING PROCEDURES

Basic Activity
Point to a girl in the learning center and model la niña. Encourage repetition of utterances after you. Now point to a boy and model el niño. Point to two or three girls and model las niñas. Exaggerate the sound of final "s" and elicit appropriate sound production. Praise good responses. Now point to several boys and say los niños. Explain to the children that los niños also means "the boys and girls." Take out picture on page 67 and label la niña, la niña, el niño and, with a sweep of the hand, say, los niños. Show them that there is a boy in the picture also. Demonstrate the same thing around the learning center. Ask the children to point around the table and label the singular and the plural concepts in unison and individually. Follow by asking ¿Dónde está el niño? ¿Dónde está la niña? ¿Dónde están las niñas? ¿Dónde están los niños? Have the whole group answer at first and follow by asking a question of each child individually.



LESSON VI - PART C

LESSON OBJECTIVES

1. To review target vocabulary.
2. To reinforce location concepts.
3. To reinforce some plural nouns.
4. To introduce the copulative *y*.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Distinguishes location of objects. **Auditory** Listens to narration on tape. **Conceptual** Understands content of narration. Understands location concepts. Understands plurality. Understands *Y*. **Verbal** Repeats utterances on tape at the appropriate time. Answers questions asked on tape correctly. **Task Persistence** Listens and responds to whole tape, displaying cooperative skills.	**Basic Activity** Model repetition of utterances at the appropriate time for the children the first time the tape is played. Appoint a group leader to model this role whenever you can see that he is able to respond at the appropriate times throughout the tape. Be sure to praise the children for task persistence and appropriate responses.

LESSON VI - PART C

NARRATION ON TAPE IV

Buenos días. Can you say Buenos días to me when the bell rings?

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Your teacher will say Buenos días, niños y niñas, which means "Good morning, boys and girls." Say after me when the bell rings the Spanish word for "girls". Say Ni-ñas, niñas*

R. NIÑAS

Niñas*

R. NIÑAS

Niñas*

R. NIÑAS

"Good morning, girls" is Buenos días, niñas. After the bell rings say

Buenos días, niñas*

R. BUENOS DÍAS, NIÑAS

Buenos días, niñas*

R. BUENOS DÍAS, NIÑAS

Now say "boys" in Spanish when the bell rings, say

Niños, niños*

R. NIÑOS

Niños*

R. NIÑOS

Niños*

R. NIÑOS

Buenos días, niños*

R. BUENOS DÍAS, NIÑOS

Buenos días, niños*

R. BUENOS DÍAS, NIÑOS

Y in Spanish means "and". "Boys and girls" is Niños y niñas. Say niños y niñas after the bell rings:

Niños y niñas*

R. NIÑOS Y NIÑAS

Niños y niñas*

R. NIÑOS Y NIÑAS

Niños y niñas*

R. NIÑOS Y NIÑAS

After the bell rings say Buenos días, niños y niñas*

R. BUENOS DÍAS, NIÑOS Y NIÑAS

Buenos días, niños y niñas*

R. BUENOS DÍAS, NIÑOS Y NIÑAS

Buenos días, niños y niñas*

R. BUENOS DÍAS, NIÑOS Y NIÑAS

Let's talk about the classroom and let's point to the table and say after the bell rings,

Me-sa, mesa*

R. MESA

Mesa*

R. MESA

Mesa*

R. Mesa

Aquí está la mesa*

R. AQUÍ ESTÁ LA MESA

Aquí está la mesa*

R. AQUÍ ESTÁ LA MESA

Aquí está la mesa*

R. AQUÍ ESTÁ LA MESA

Now point to the chair and say after the bell rings,

*Si-lla, silla**

R. SILLA

Silla*

R. SILLA

Silla*

R. SILLA

Aquí está la silla*

R. AQUÍ ESTÁ LA SILLA

Aquí está la silla*

R. AQUÍ ESTÁ LA SILLA

Aquí está la silla*

R. AQUÍ ESTÁ LA SILLA

Now look at the door. "Door" in Spanish is,

Puer-ta, puerta*

R. PUERTA

Puerta*

R. PUERTA

Puerta*

R. PUERTA

Now look at the door again. We can't say Aquí está because it is far away, so in Spanish we need to say Allá está, which means "It is over there." Say Allá after me when the bell rings:

A-llá, allá*

R. ALLÁ

Allá*

R. ALLÁ

Allá*

R. ALLÁ

Allá está la puerta*

R. ALLÁ ESTÁ LA PUERTA

Allá está la puerta*

R. ALLÁ ESTÁ LA PUERTA

Allá está la puerta*

R. ALLÁ ESTÁ LA PUERTA

Now point to the window and say after the bell,

Ven-ta-na, ventana*

R. VENTANA

Ventana*

R. VENTANA

Ventana*

R. VENTANA

Allá está la ventana*

R. ALLÁ ESTÁ LA VENTANA

Allá está la ventana*

R. ALLÁ ESTÁ LA VENTANA

Allá está la ventana*

R. ALLÁ ESTÁ LA VENTANA

Please answer my questions with _sí_ after the bell rings:

¿Aquí está la mesa?*

R. SÍ, AQUÍ ESTÁ LA MESA

Did you say: _Sí_, _aquí_ _está_ _la_ _mesa_?

¿Aquí está la silla?*

R. SÍ, AQUÍ ESTÁ LA SILLA

¿Allá está la puerta?*

R. SÍ, ALLÁ ESTÁ LA PUERTA

¿Allá está la ventana?*

R. SÍ, ALLÁ ESTÁ LA VENTANA

¿Allá está la pizarra?*

R. SÍ, ALLÁ ESTÁ LA PIZARRA

¿Aquí está el libro?*

R. SÍ, AQUÍ ESTÁ EL LIBRO

Adiós, Adiós

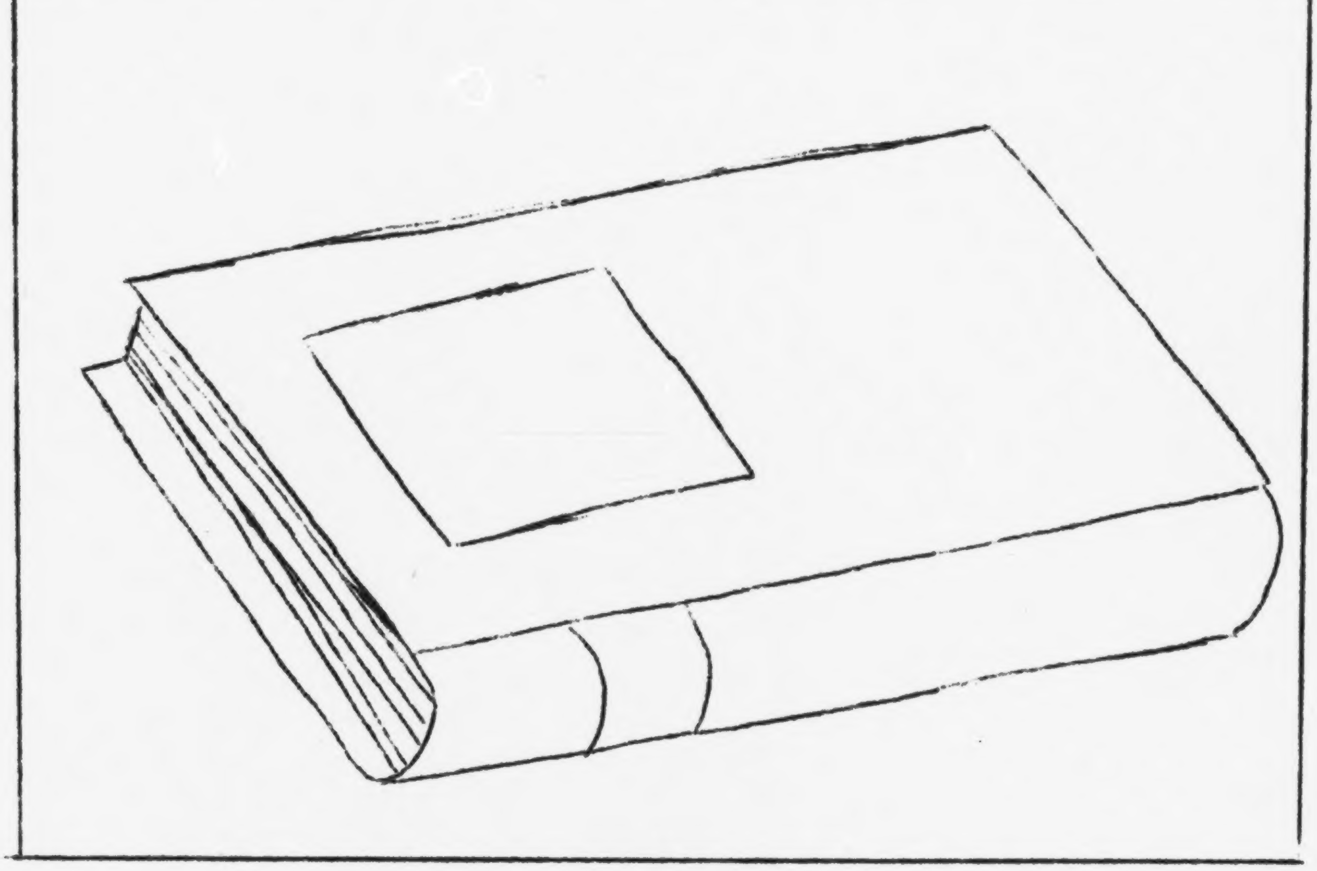
FIN

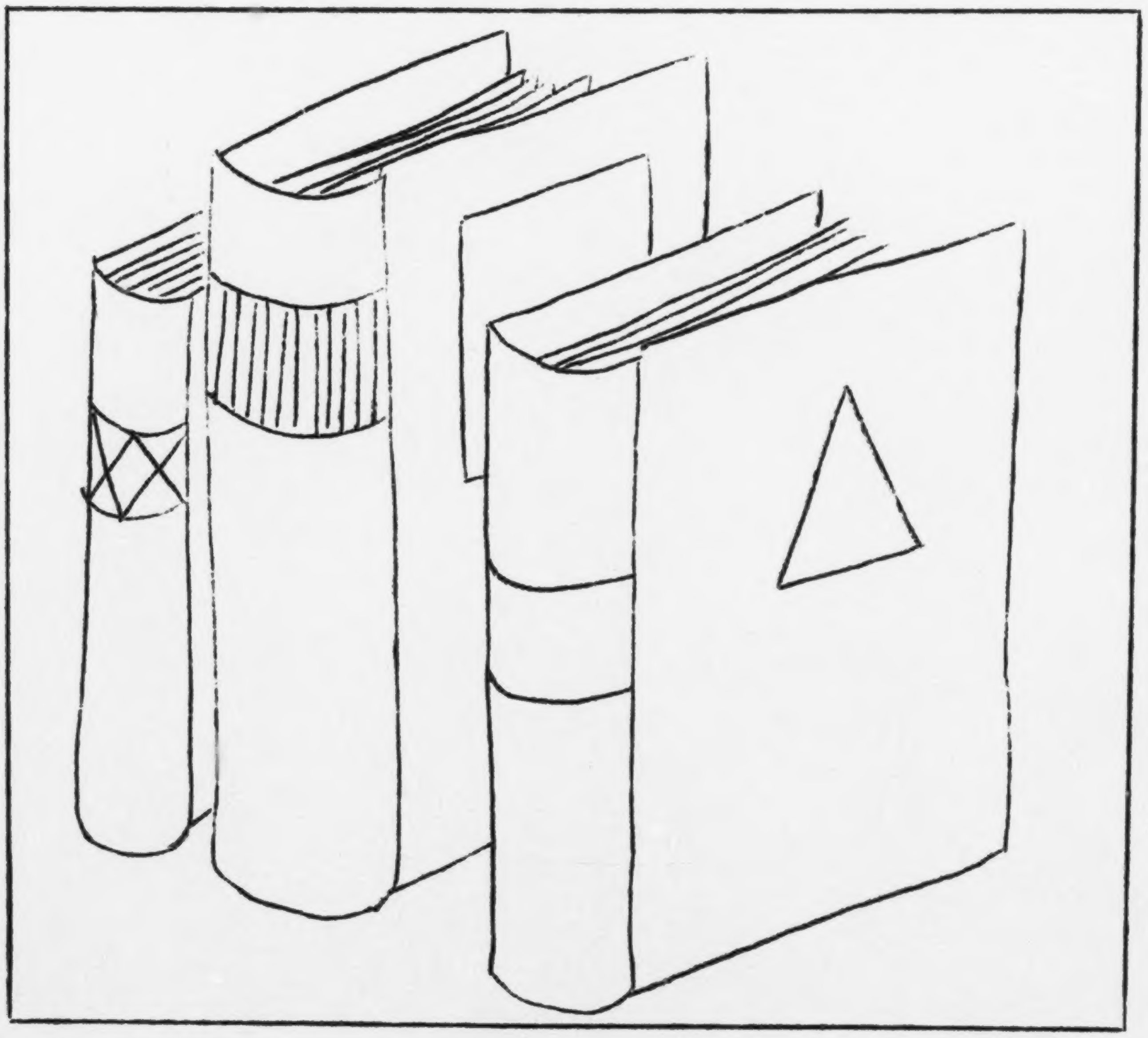
LESSON VI - PART D

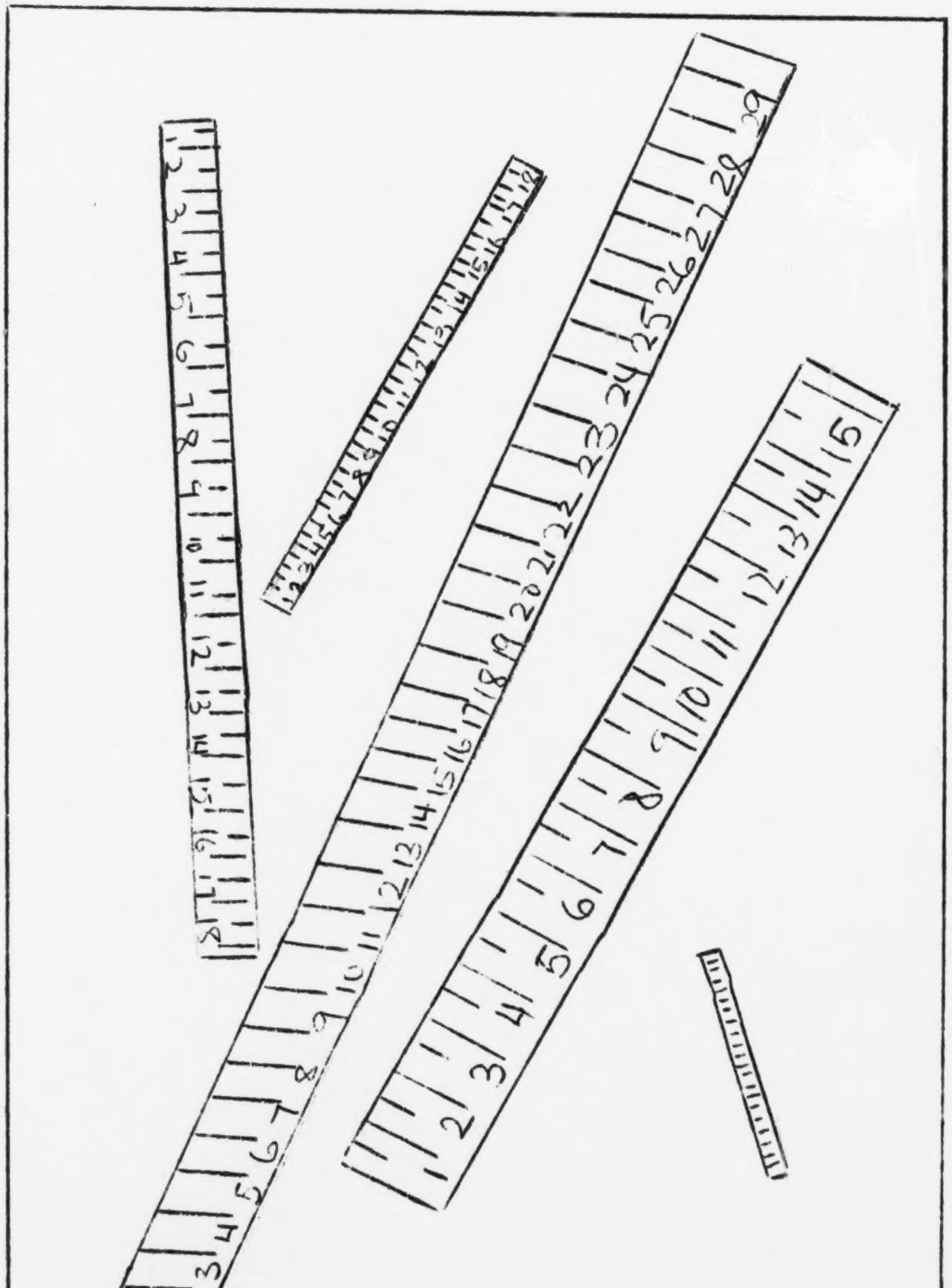
LESSON OBJECTIVES

1. To reinforce plural nouns.
2. To introduce the plural articles las and los.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Focuses attention on material presented. Auditory Listens to the teacher introduce the plural nouns and articles. Hears the final "s" sound of plural nouns and articles. Conceptual Understands plurality. Understands agreement of nouns and articles in gender and number. Understands the la - las and el - los relationship. Association Relates plural words to plural concepts. Verbal Produces plural nouns and plural articles after teacher's cue.	Basic Activity Place the pictures on pages 75, 76, 77 and 78 on table of learning center. Explain to children you are going to learn how to say plural words in Spanish. Point to the book and say el libro. Explain that this is one book. Now show the bottom picture and demonstrate that there is more than one book and that in English one says "books". Explain that you have added an "s" at the end of the word. Model libros and explain that you have also added an "s" as in English. Now say that you have to change from el to los. Model los libros several times and ask the children to imitate. Contrast the difference and have them imitate this also. Follow the same procedure for the other three pictures. Every attempt should be made to have the children learn the article and the noun together. Parent Involvement Suggested Activity Send the letter on page 79 to the parents requesting their help in having the children become aware of plural nouns in their home surroundings.



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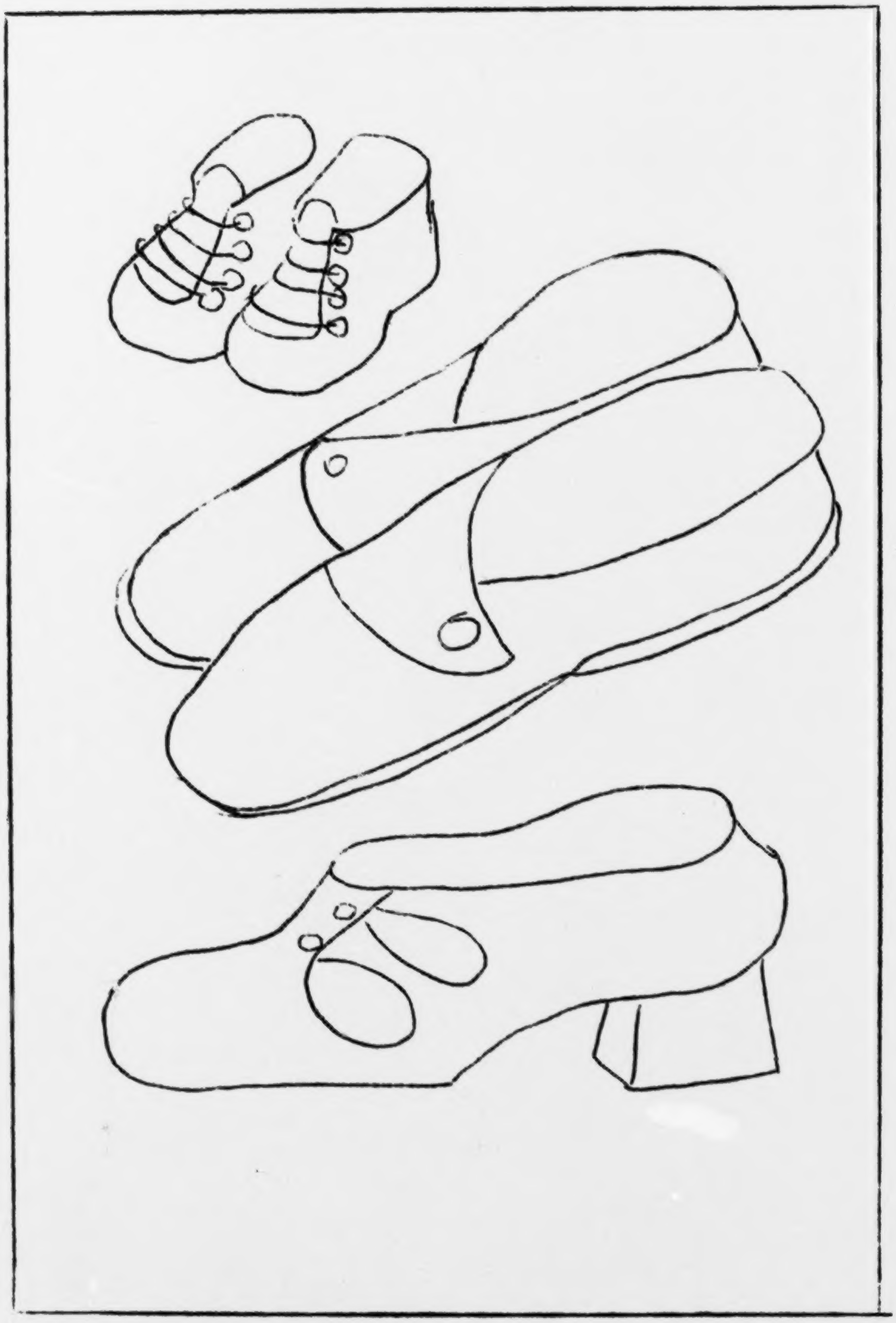
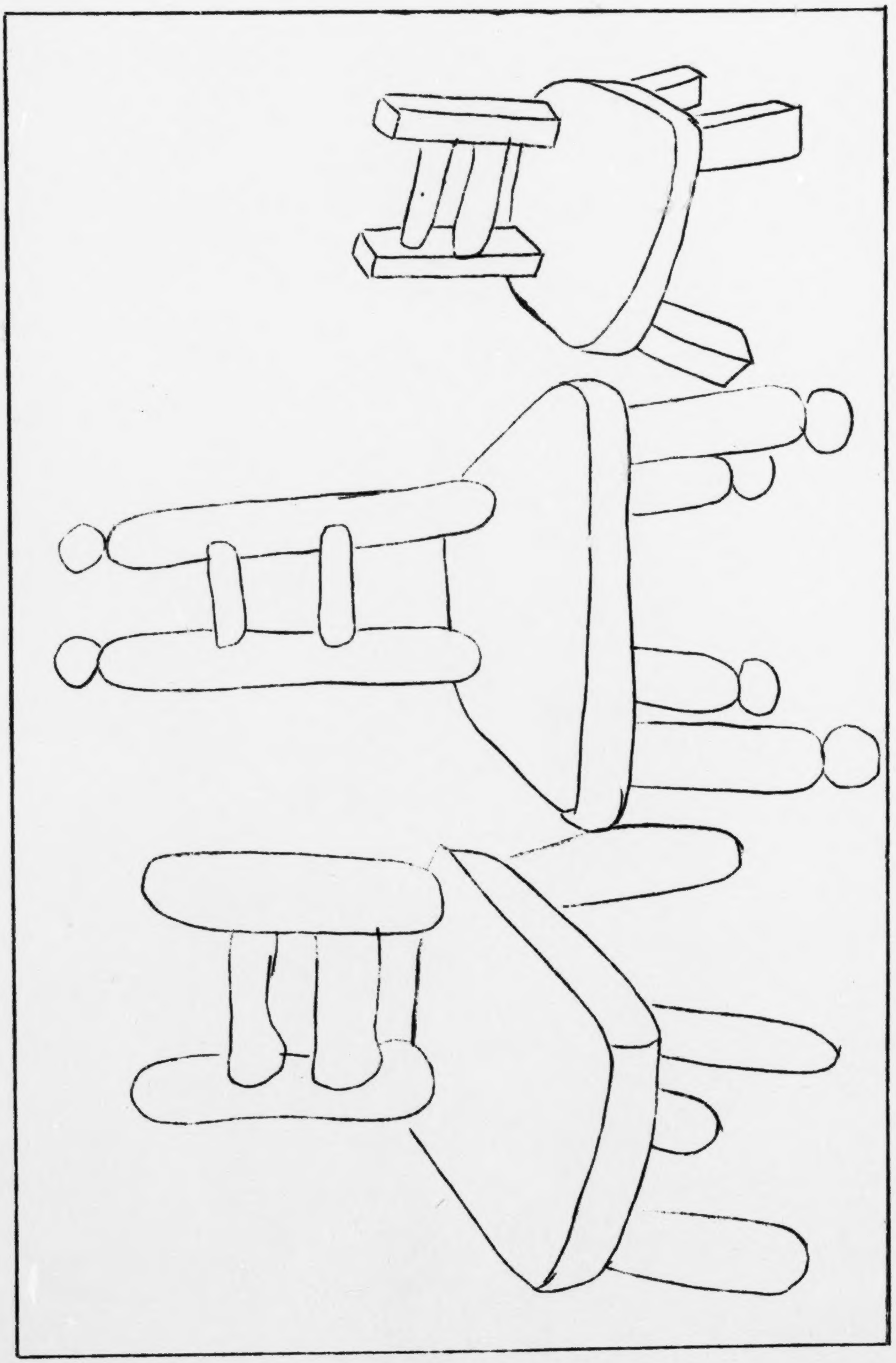




Estimados padres:

Queremos compartir con ustedes la noticia que estamos estudiando el plural en la clase.

También queremos solicitar la ayuda de ustedes para que ________________(name of child) tenga la oportunidad de repasar a menudo los nombres en plural.

Por ejemplo, cuando estén platicando, recalquen las veces que al hablar se usa el plural. Cuando hablamos de:

Los libros
Los papeles
Los trastes
Los muebles
Las ventanas
Los niños
Las verduras, etc.

Si ustedes le indican que todos estos nombres son plurales puede su niño(a) empezar a entenderlos mejor.

Le enviamos muchos atentos saludos,

____
(Name of teacher)

LESSON VI - PART E

LESSON OBJECTIVES

1. To evaluate the learning process and assess recall.
2. To introduce the word pinta as a command.

SKILLS TO BE EVALUATED

Visual
Identifies colors with their tables.

Identifies Pictorial representation of target vocabulary.

Auditory
Understands oral directions.

Conceptual
Understands the meaning of pinta.

Recognizes:
negro
café
verde
morado
amarillo
rojo
anaranjado
azul
pizarra
puerta
niño
mesa
ventana
niña
silla
maestra

Participation
Persists at task.

Motor
Colors the pictures on ditto as indicated.

EVALUATION PROCEDURES

This form can be used to evaluate the children's performance individually by making a check mark in the center column for appropriate performance of the skills being evaluated.

Basic Activity
Run as many sheets as number of children to be evaluated on the ditto on page 61. Explain to the children that the word pinta in Spanish means "you color" and that you are going to give them directions on how to specifically color all of the objects on the sheet. Be sure that the children understand perfectly what they are expected to do and that there are enough crayons, felt pens or paint for each child in the learning center. Call out the following instructions, allowing sufficient time for the children to color before going on to the next instruction.

1. Pinta la pizarra de negro.
2. Pinta la puerta de café.
3. Pinta el niño de verde.
4. Pinta la mesa de morado.
5. Pinta la ventana de amarillo.
6. Pinta la niña de rojo.
7. Pinta la silla de anaranjado.
8. Pinta la maestra de azul.

Alternate Activity
Make a tape recording with these instructions and let this be a self-directed activity. Assess each child's work later and develop extra activities for reinforcing those concepts missed.
The instructions can also be written on a large piece of construction paper and placed on the table for those children that are beginning to read in Spanish.

LESSON VII - PART A

LESSON OBJECTIVES

1. To introduce *grande*, *chico*, *chica*.
2. To gain practice in using *grande*, *chico* and *chica* in full sentences.
3. To introduce *la mano* and *el zapato*.

SKILLS TO BE DEVELOPED

Visual
Focuses attention on material being presented.

Distinguishes between small and large pictorial representation of items in target vocabulary.

Auditory
Listens to the teacher pronounce *grande*, *chico*, *chica*, *la mano* and *el zapato*.

Listens to the teacher produce statements using *grande*, *chico* and *chica*.

Conceptual
Understands *grande*, *chico* and *chica*.

Distinguishes between *grande* and *chico* or *chica*.

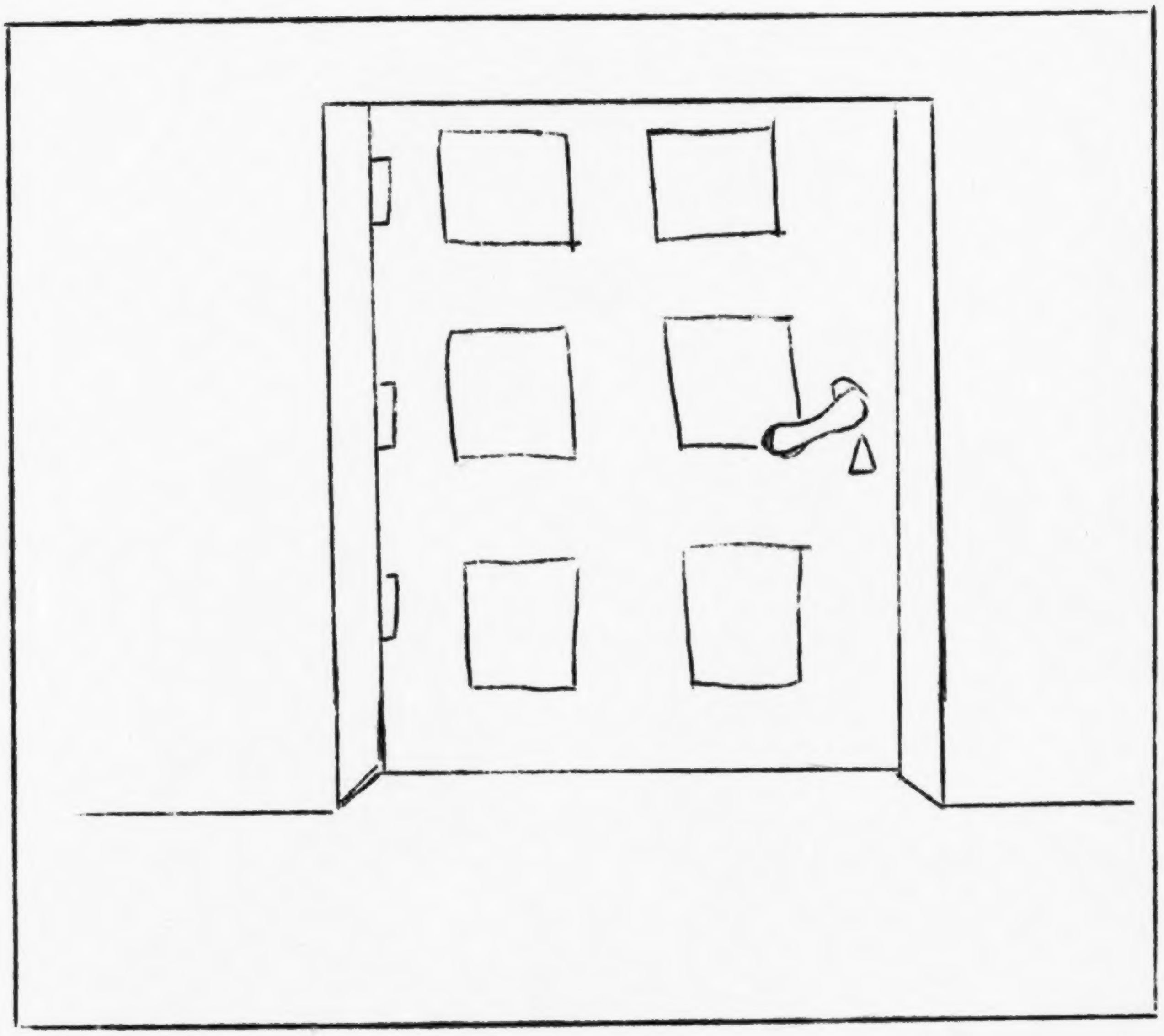
Association
Relates the concepts *grande*, *chico* and *chica* to large and small items in the classroom environment.

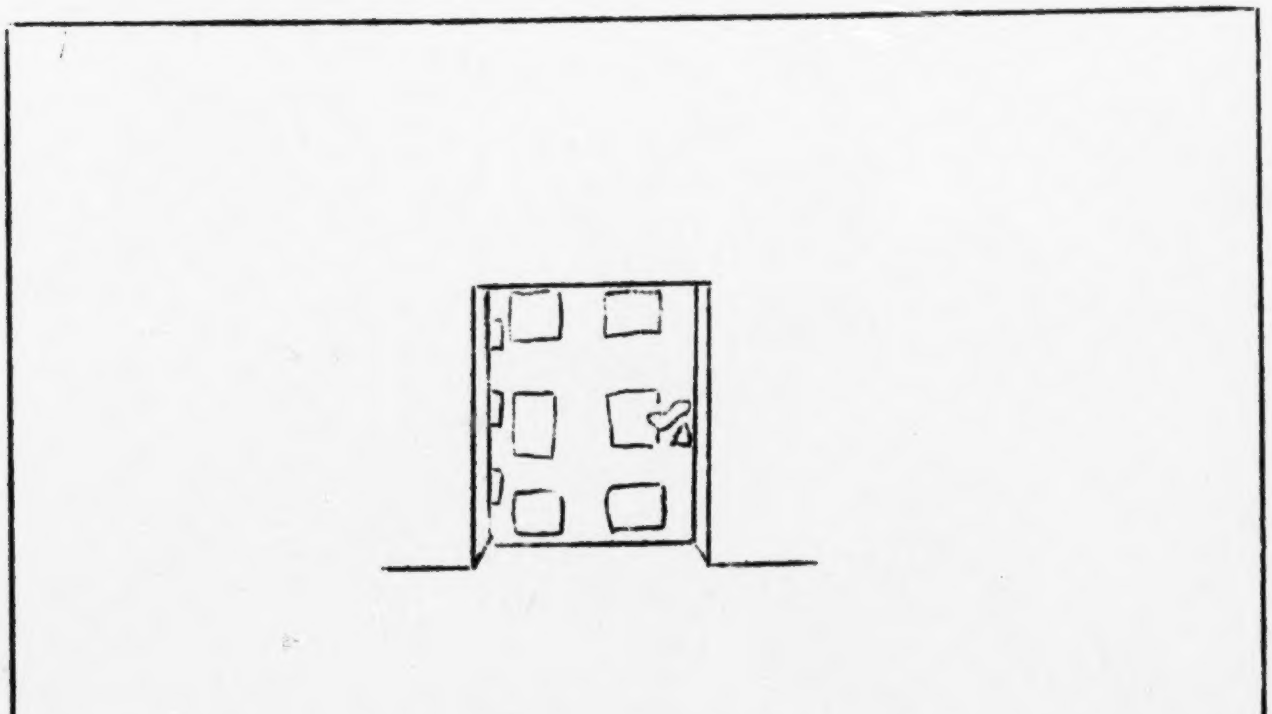
Verbal
Imitates teacher and pronounces *chico*, *chica*, *grande*, *mano* and *zapato* appropriately.

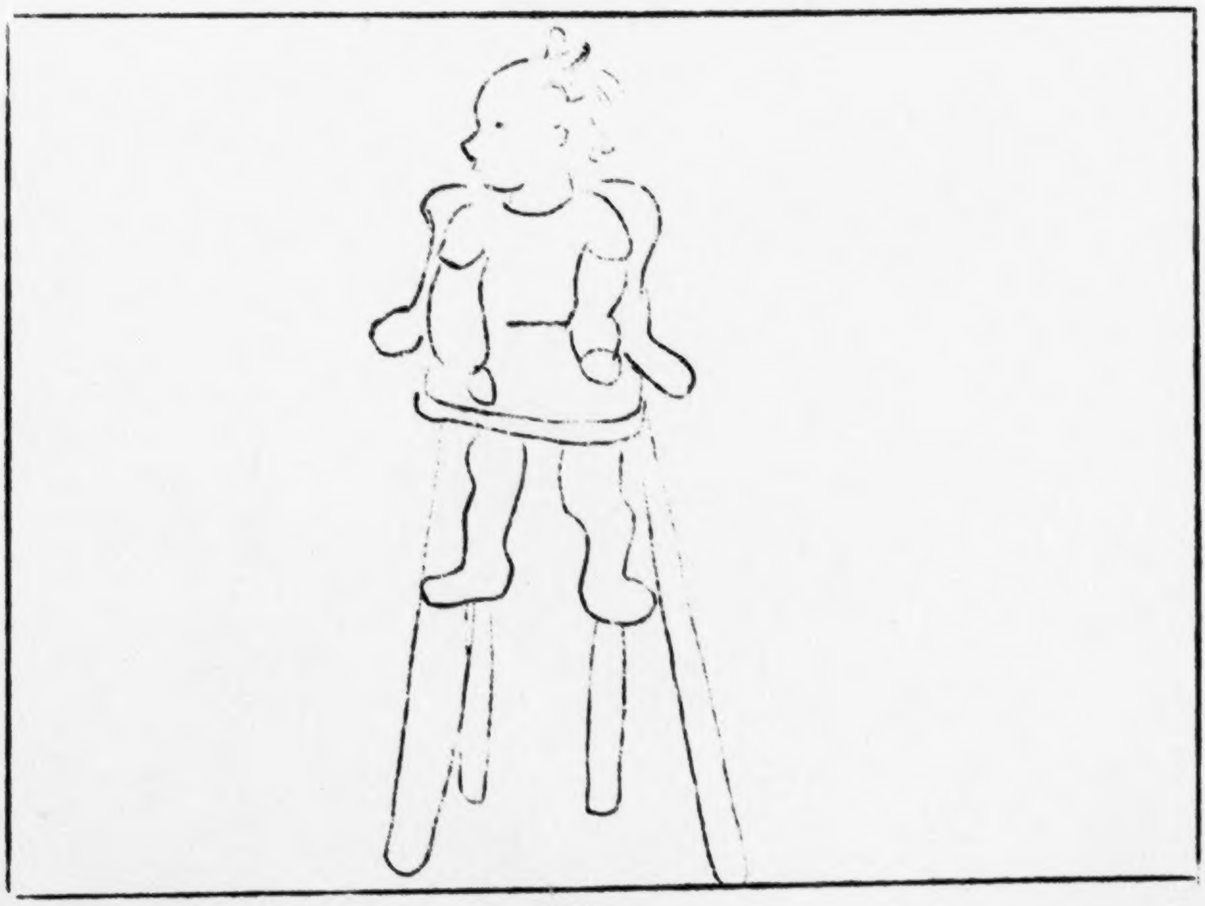
Reproduces statements using *grande*, *chico* and *chica* appropriately.

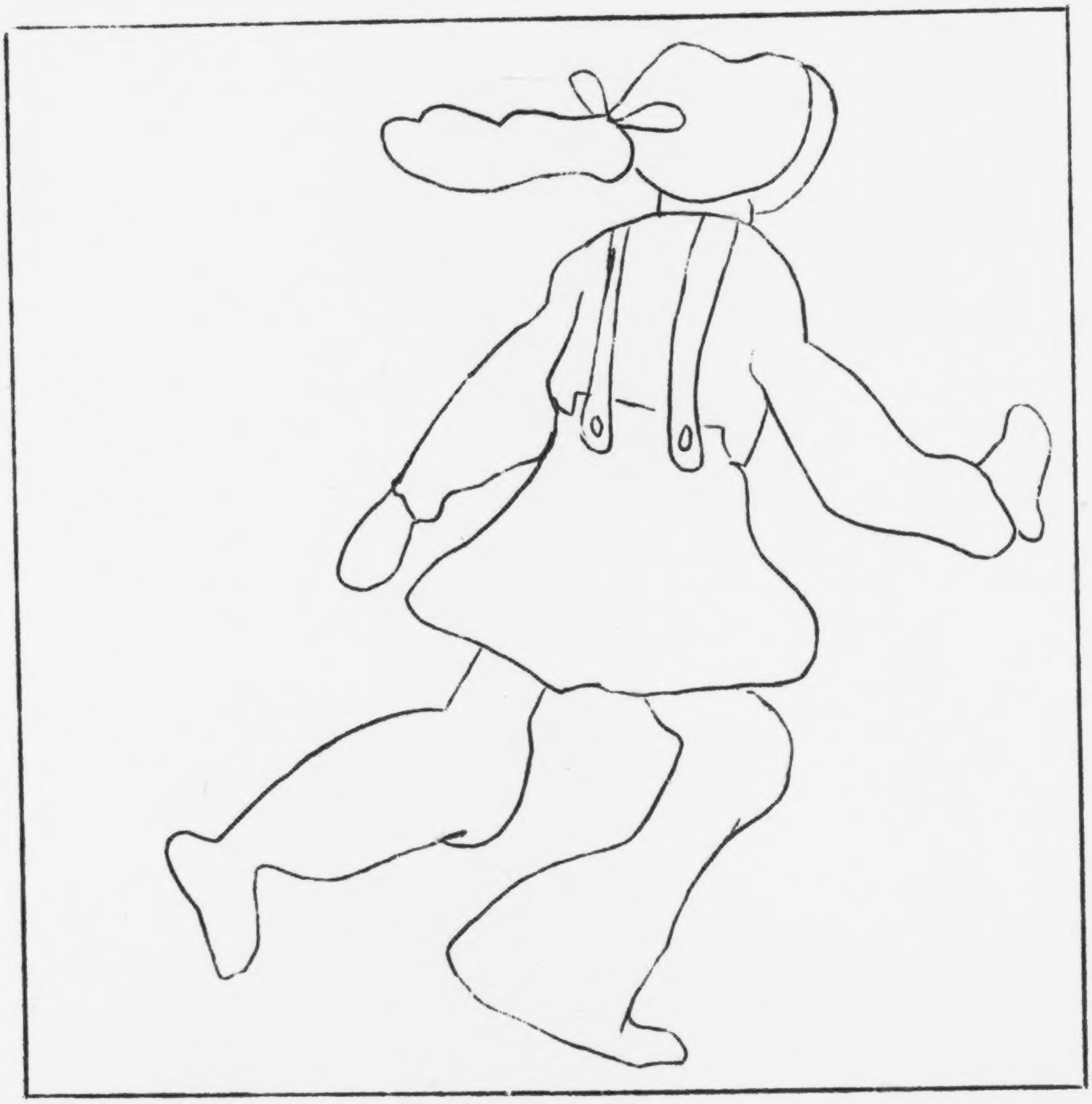
TEACHING PROCEDURES

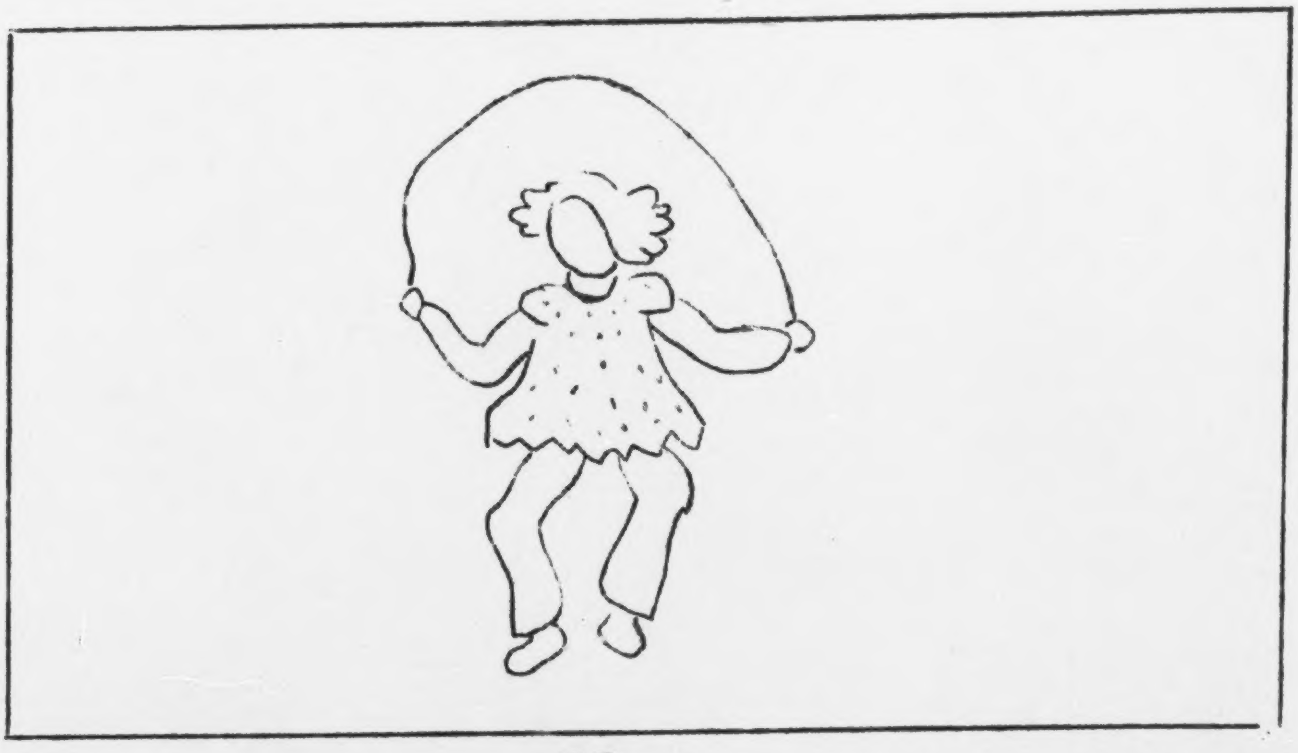
Basic Activity
Place, face down, on table in learning center, the pictures on pages 82, 83, 84, 85, 86, 87 and 88. Talk about one picture at a time. Turn over the picture of the doors. Explain to the children that you are going to talk about large things and small things. Point to the large door and model *La puerta grande*. Repeat *grande* several times and ask the children to imitate you. After the children have reproduced the word *grande* appropriately, extend to *La puerta grande*, and further extend by adding the verb and modeling *La puerta es grande*, *La puerta es chica*. Introduce *chico* and use the picture on page 83. Repeat the same procedure for each picture. Model *mano* and *zapato* and follow the same procedure. Have the children repeat after you in unison and then individually by passing the picture around and having each child repeat the basic sentence using *grande* and *chico* or *chica*. Reinforce good responses.

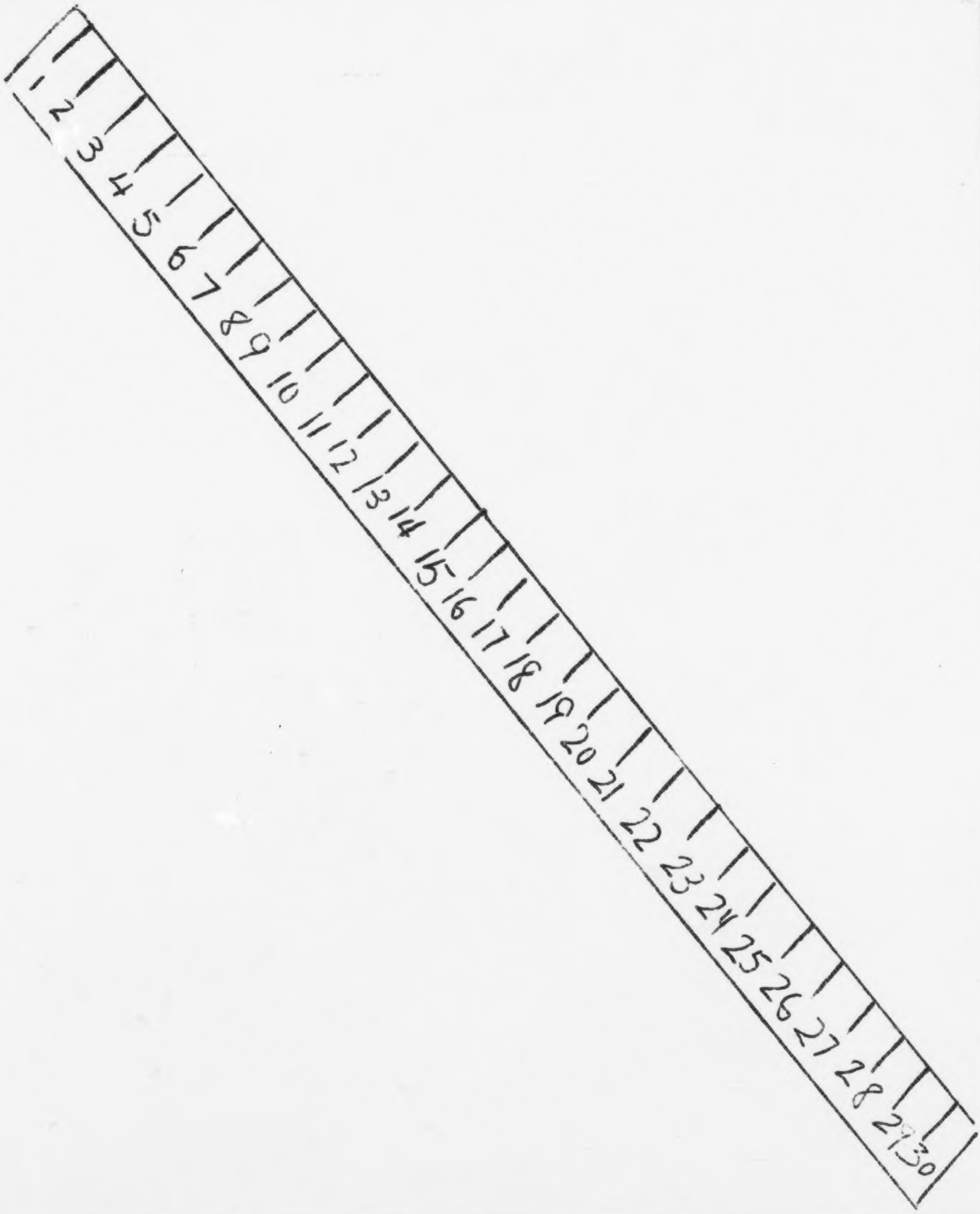








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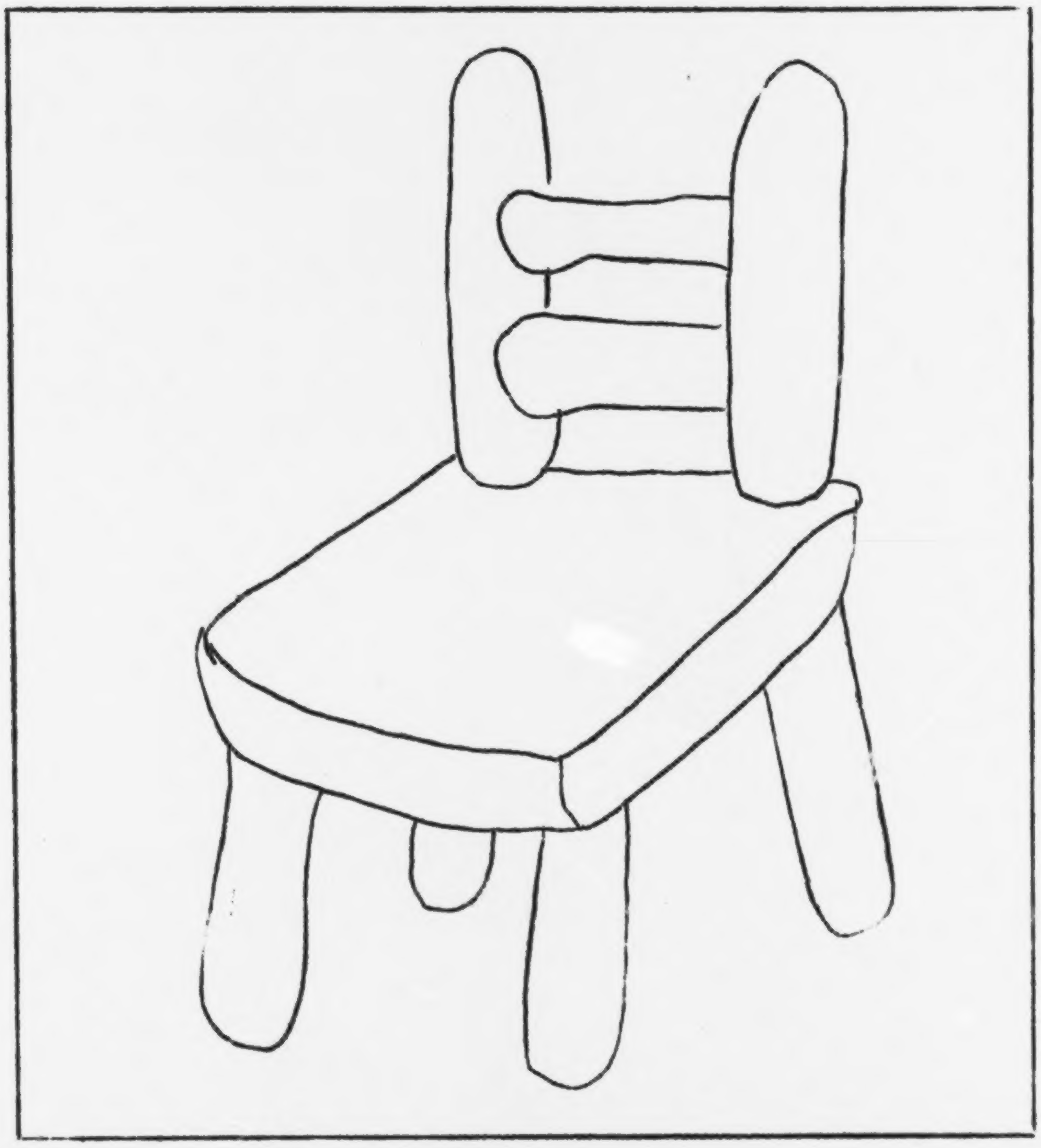
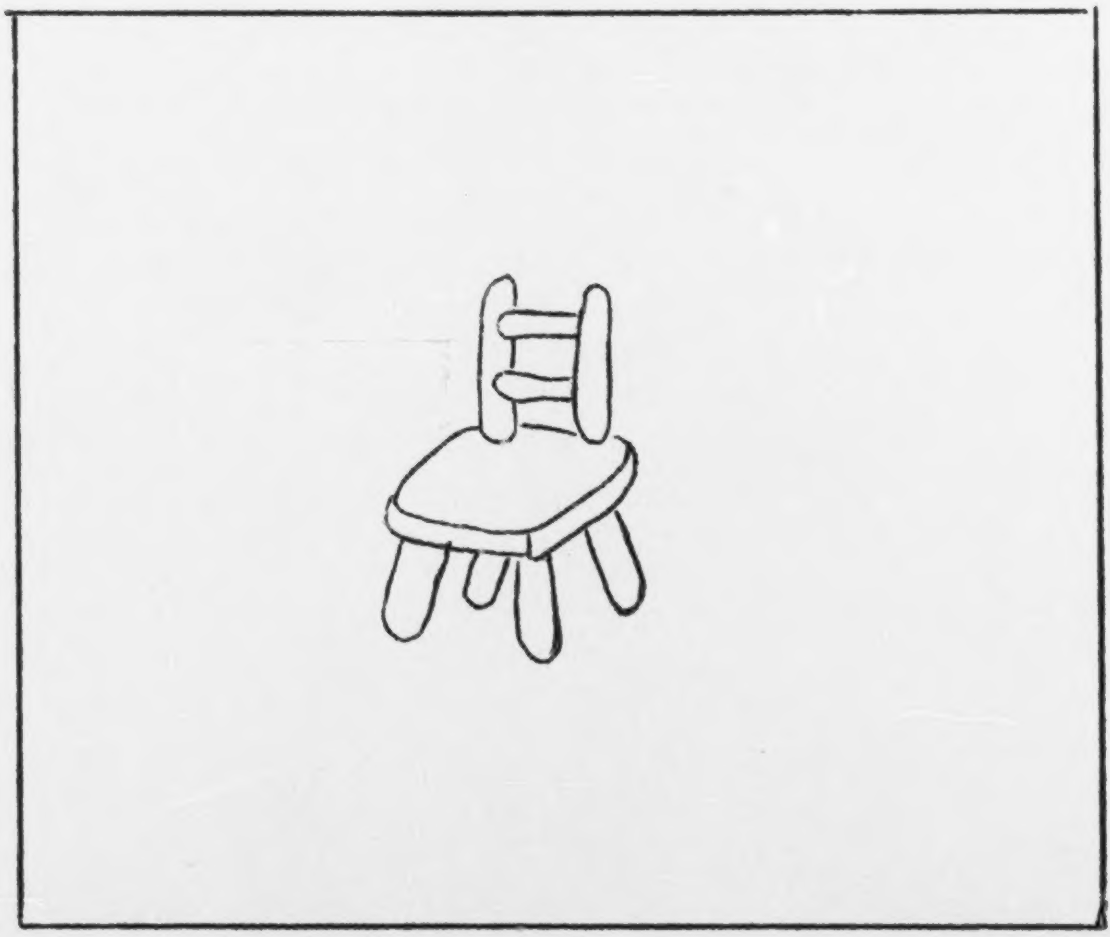
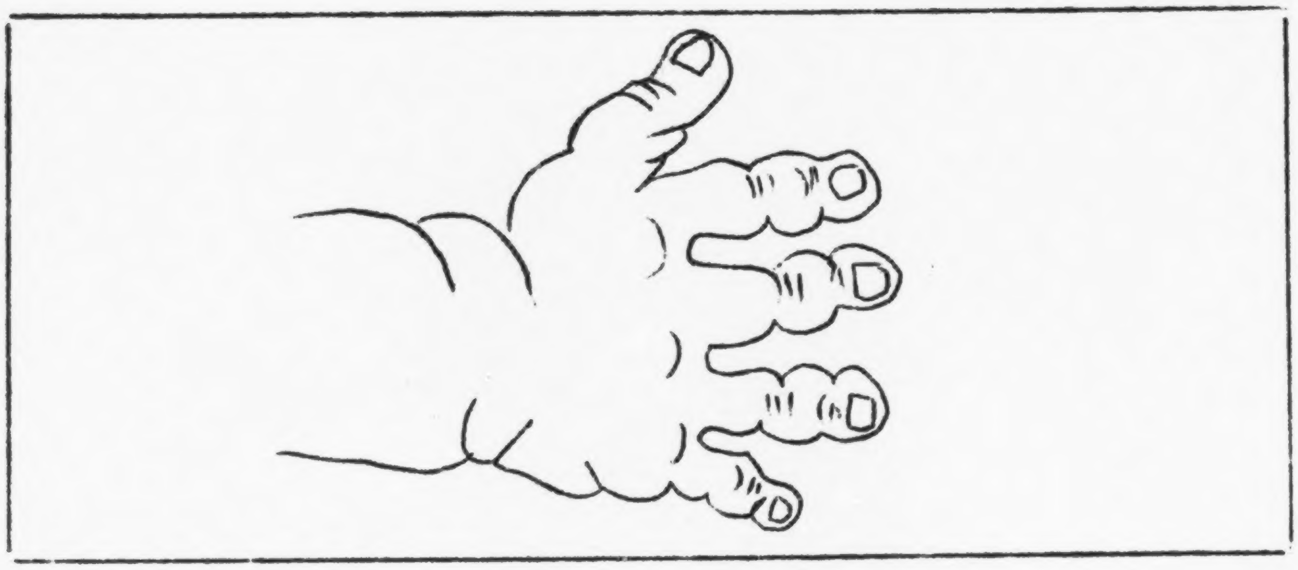
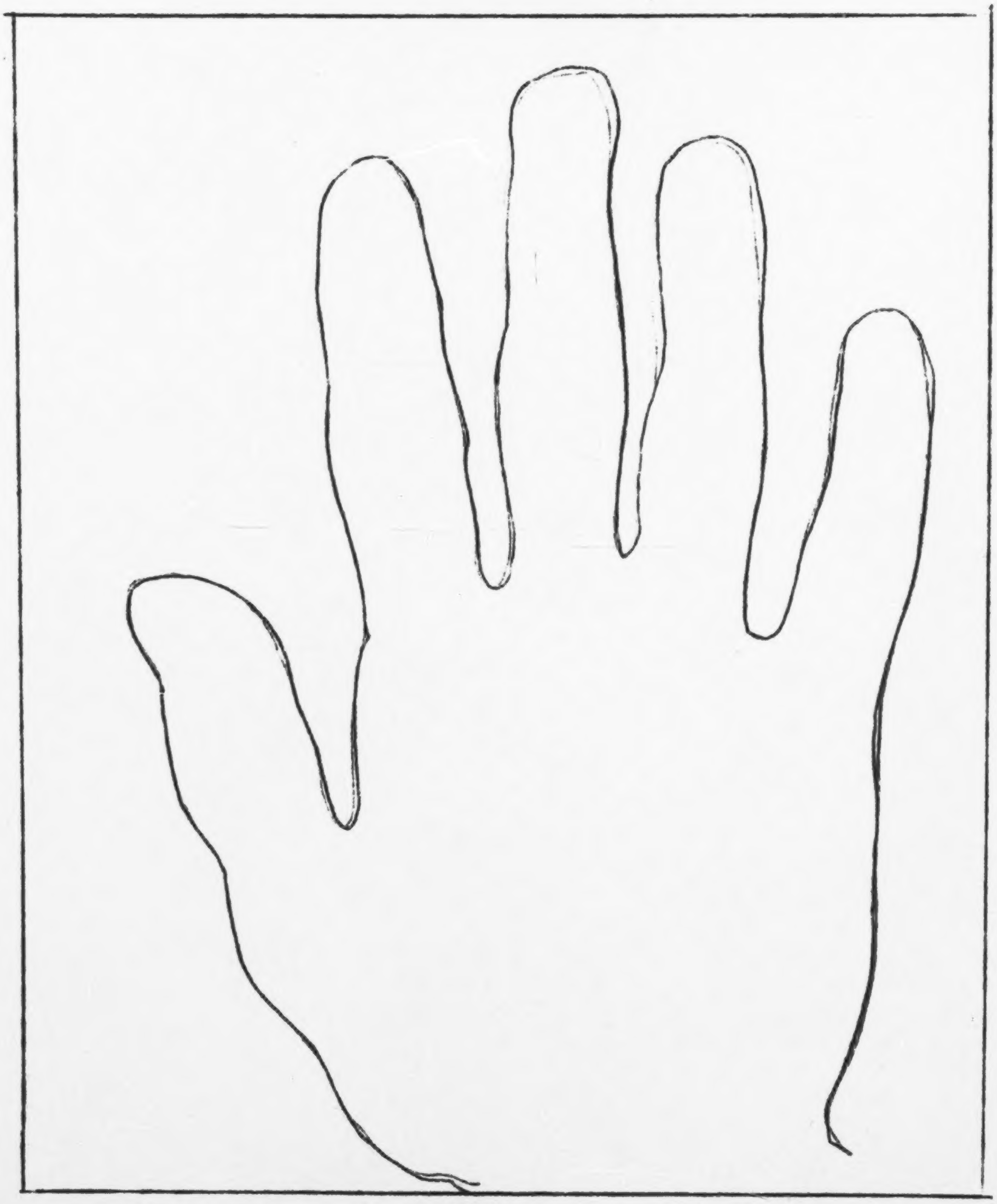
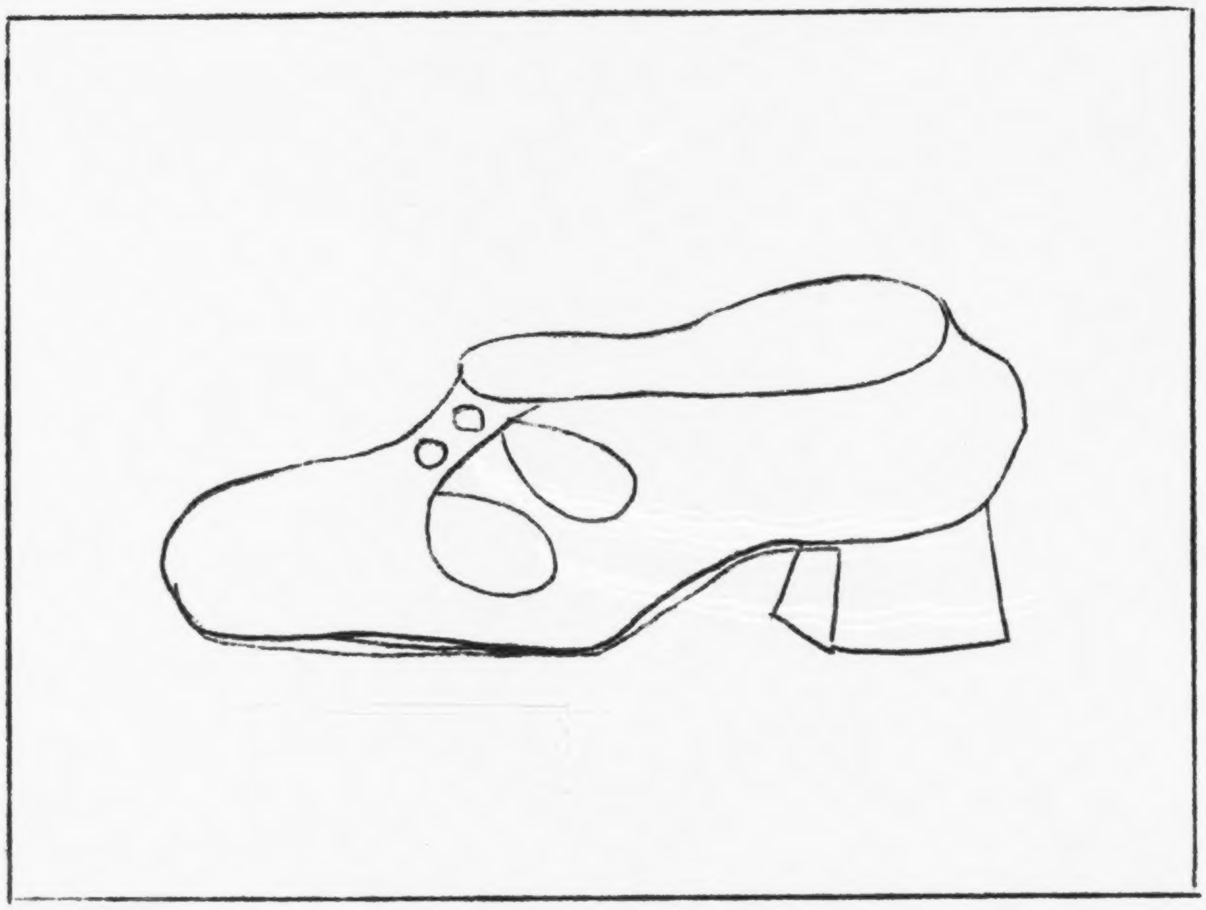
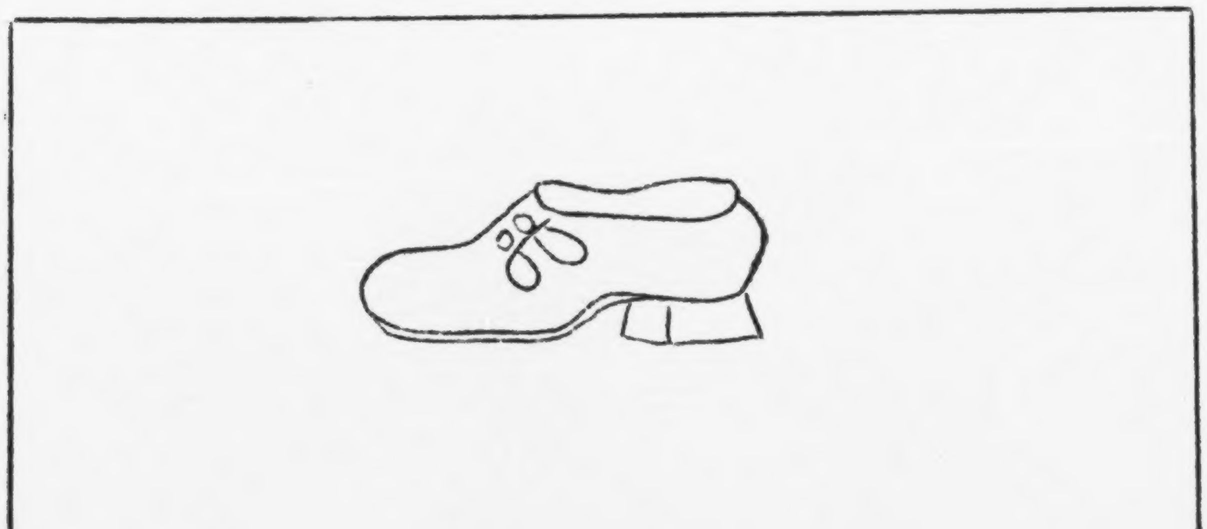












LESSON VII - PART B

LESSON OBJECTIVES

1. To reinforce size concepts.
2. To practice affirmative and negative sentences.
3. To reinforce the use of the double negative.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Distinguishes between large and small items in pictorial representation. Auditory Listens to the teacher or group leader ask simple questions. Listens to the intonation pattern of a question in which the verb and subject have not been inverted. Conceptual Understands questions regarding size. Verbal Answers questions in the affirmative. Answers questions using the double negative. Asks questions appropriately. Uses the question-asking intonation. Motor Points to the appropriate picture as he answers.	Basic Activity Use the pictures on pages 82-88. Explain to the children that you are going to ask them some questions about the pictures which you want them to answer. Tell them that some questions will be answered with sí and others with no. Use one picture at a time. For example, show the picture of the doors. Point to the large door and say ¿La puerta es grande? Model the answer Sí, la puerta es grande. Now point to the small door and model the question ¿La puerta es chica? Model the answer Sí, la puerta es chica. Once again point to the large door and ask ¿La puerta es chica? and model the answer No, la puerta no es chica. Repeat this pattern several times and point out to the children that you are using no twice. Drill the no responses several times until they understand the pattern and are able to produce negative responses with ease. Try to elicit affirmative and negative answers from the children. Cue them or whisper the answer to them at first until they produce the appropriate pattern on their own. Now ask each child to give you one affirmative and one negative answer. A group leader can lead this activity.

LESSON VII - PART C

LESSON OBJECTIVES

1. To reinforce grande, chico, and chica.
2. To reinforce question asking.
3. To practice answering questions.
4. To reinforce peer praising by using Muy bien.

SKILLS TO BE DEVELOPED

Visual
Distinguishes between large and small items in pictorial representation.

Auditory
Listens to questions made by peers.

Conceptual
Understands the meaning of the questions.

Understands directions.

Verbal
Asks questions appropriately without cueing.

Motor
Points to the appropriate picture when answering.

Group Participation
Cooperates in group activity.

Praises peers.

TEACHING PROCEDURES

Basic Activity
Use the pictures on pages 82-88. Explain to the children that you are going to play the ¿Dónde está? game and be sure they understand what is expected of them. Place the pictures face down and explain that the game will be played in clockwise fashion and that upon having a turn, the child is to pick up one picture card, turn it over and ask his neighbor two questions. For example, ¿Dónde está la puerta grande? The neighbor is to point to the large door and say Aquí está la puerta grande. Then the same child is to ask ¿Dónde está la puerta chica? and elicit Aquí está la puerta chica. Encourage the children to praise good responses by saying Muy bien. When the two questions have been answered the child is to return his picture card and place it at the bottom of pile. If time permits, rearrange the order of the cards and let the children have another turn. This activity can be carried out without adult supervision by appointing a group leader.

LESSON VII - PART D

LESSON OBJECTIVES

1. To reinforce question-asking patterns.
2. To introduce the interrogative ¿Cuál?
3. To introduce the demonstrative adjectives este and esta.
4. To extend the use of este and esta in longer statements.

SKILLS TO BE DEVELOPED

Visual
Focuses attention on material displayed.

Auditory
Listens to the teacher introduce the interrogative ¿Cuál?

Listens to the teacher introduce the demonstrative adjectives este and esta.

Conceptual
Understands the meaning of ¿Cuál? esta and este.

Association
Relates este to singular masculine nouns and esta to singular feminine nouns.

Verbal
Imitates teacher and pronounces cuál, este and esta appropriately.

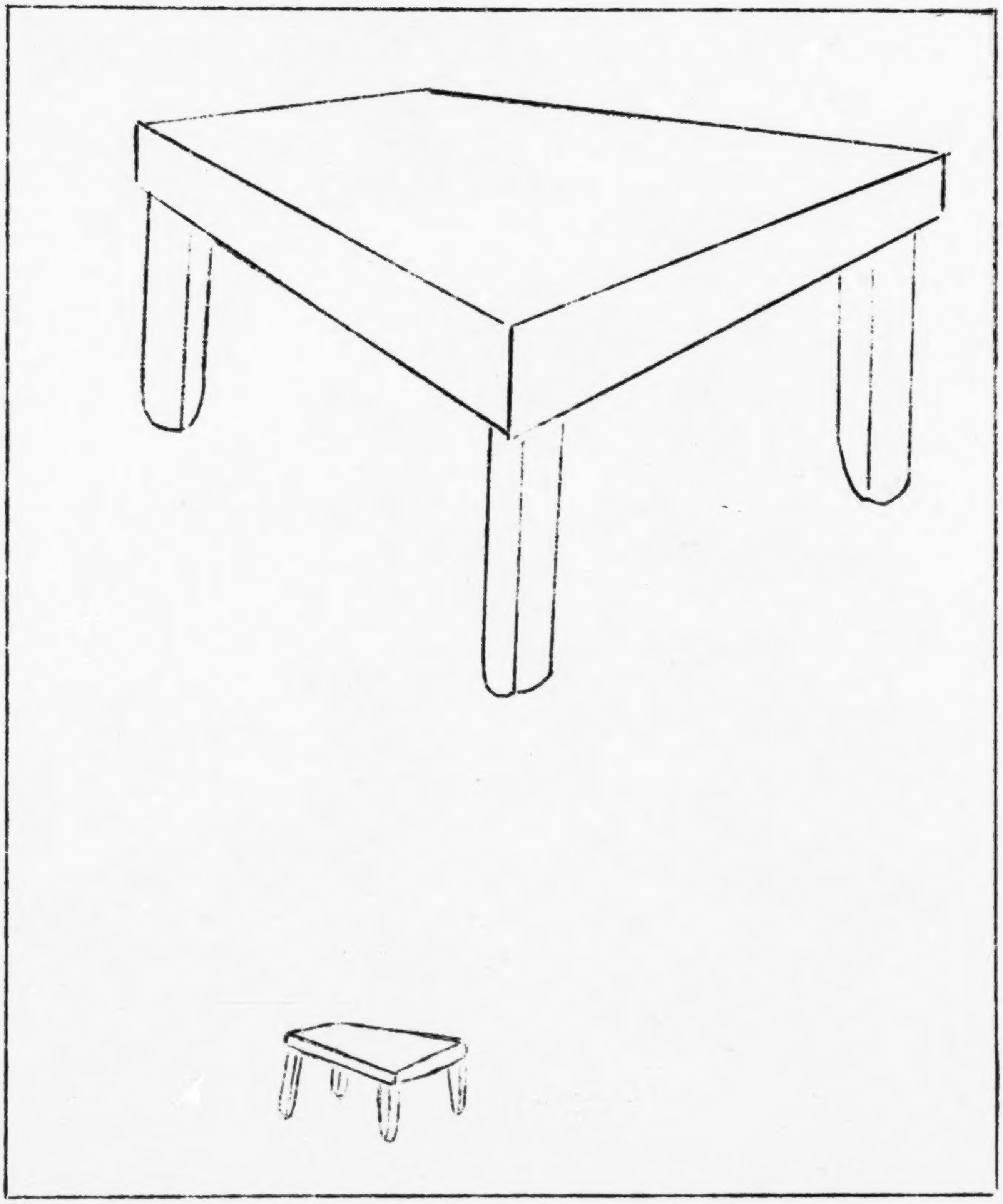
Makes statements using este and esta appropriately.

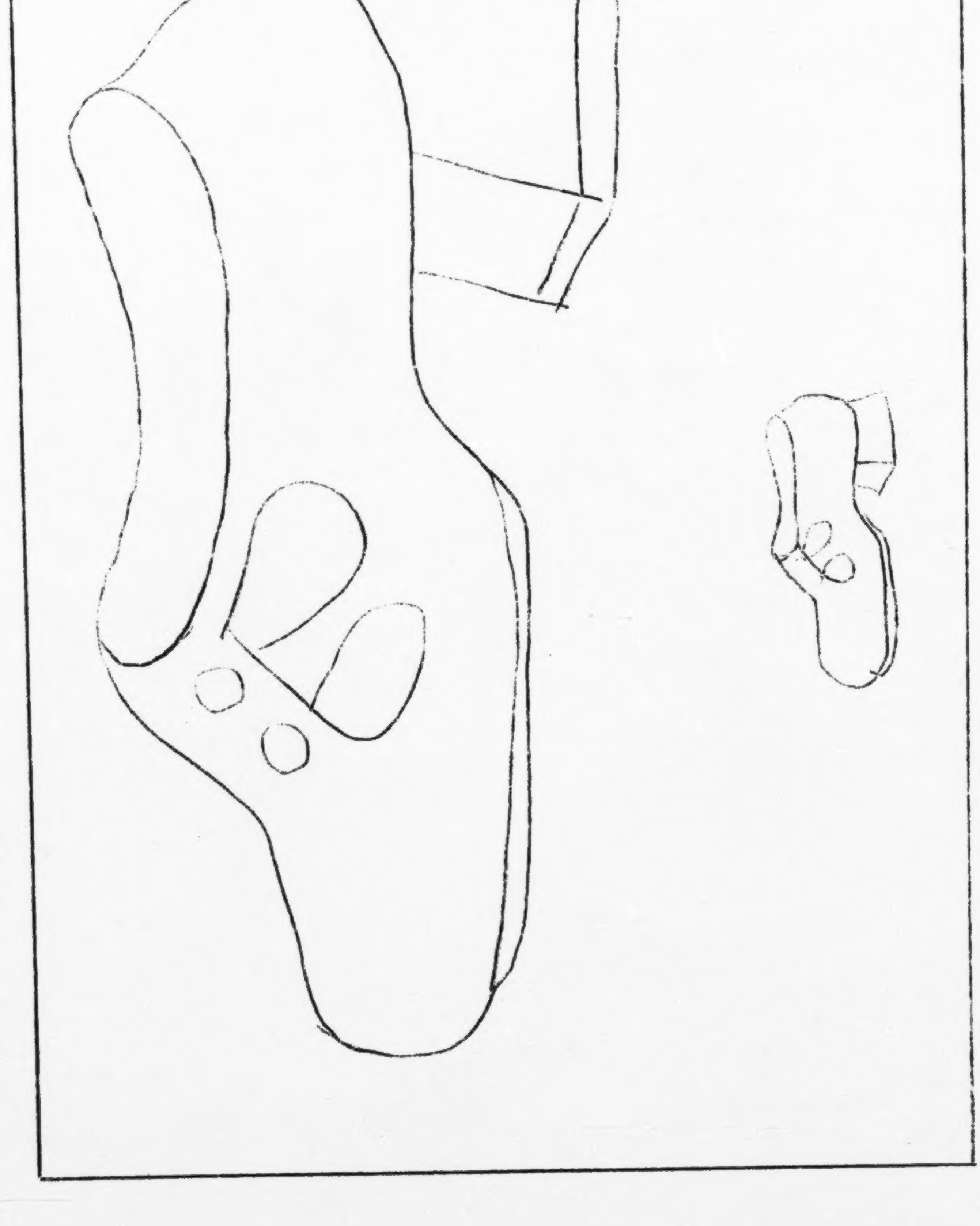
Asks questions using ¿Cuál?

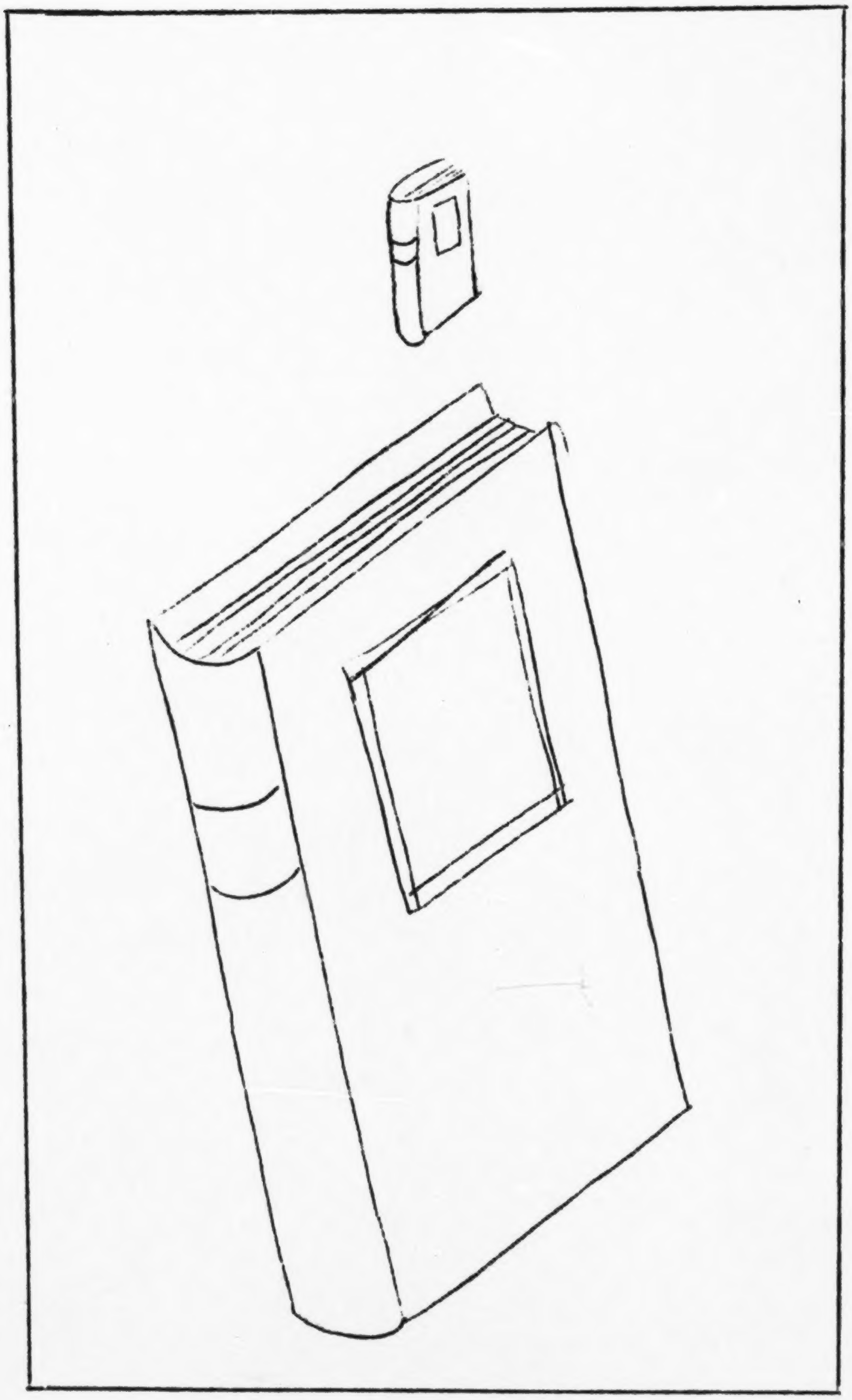
Motor
Points to the appropriate picture after teacher's question.

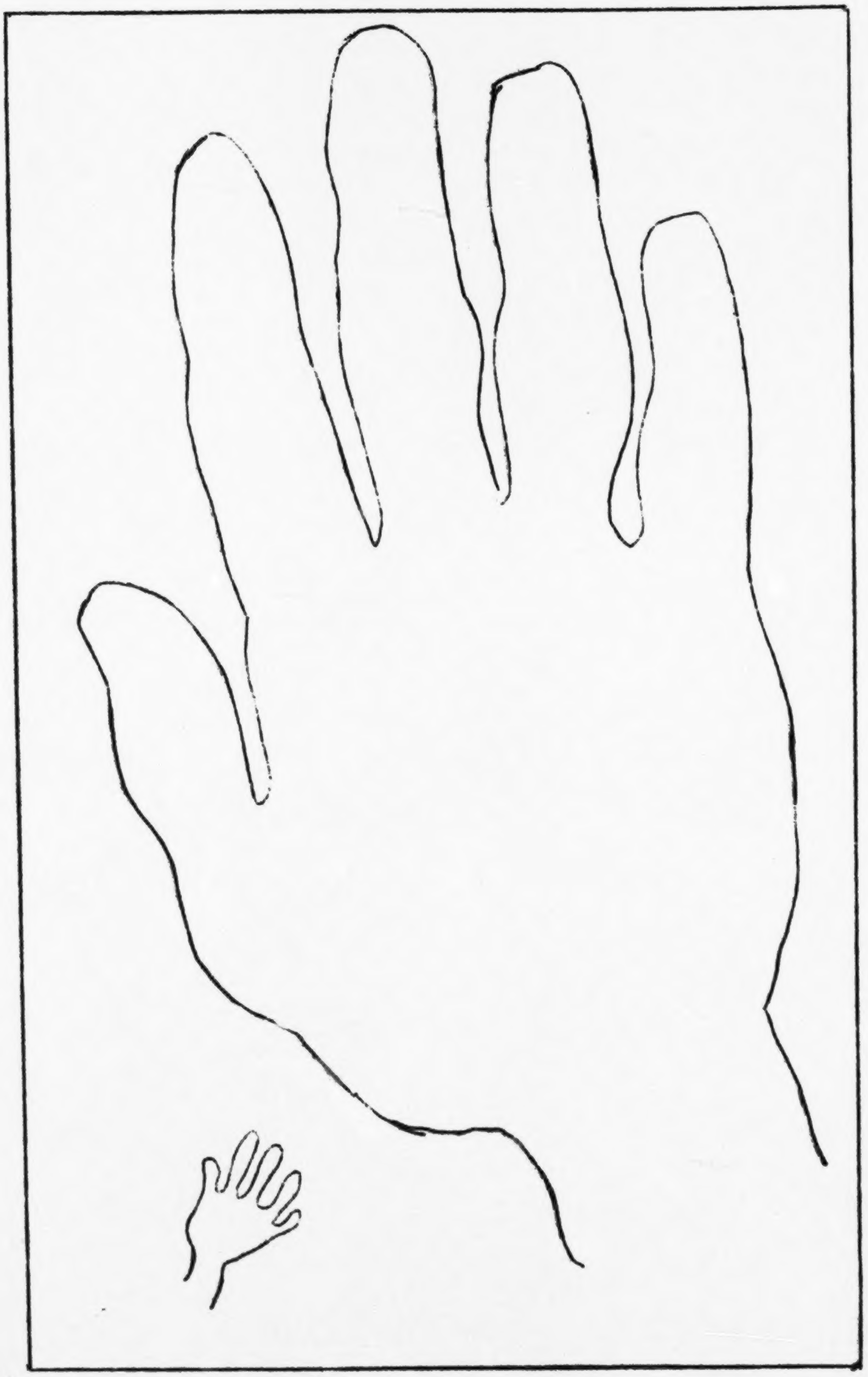
TEACHING PROCEDURES

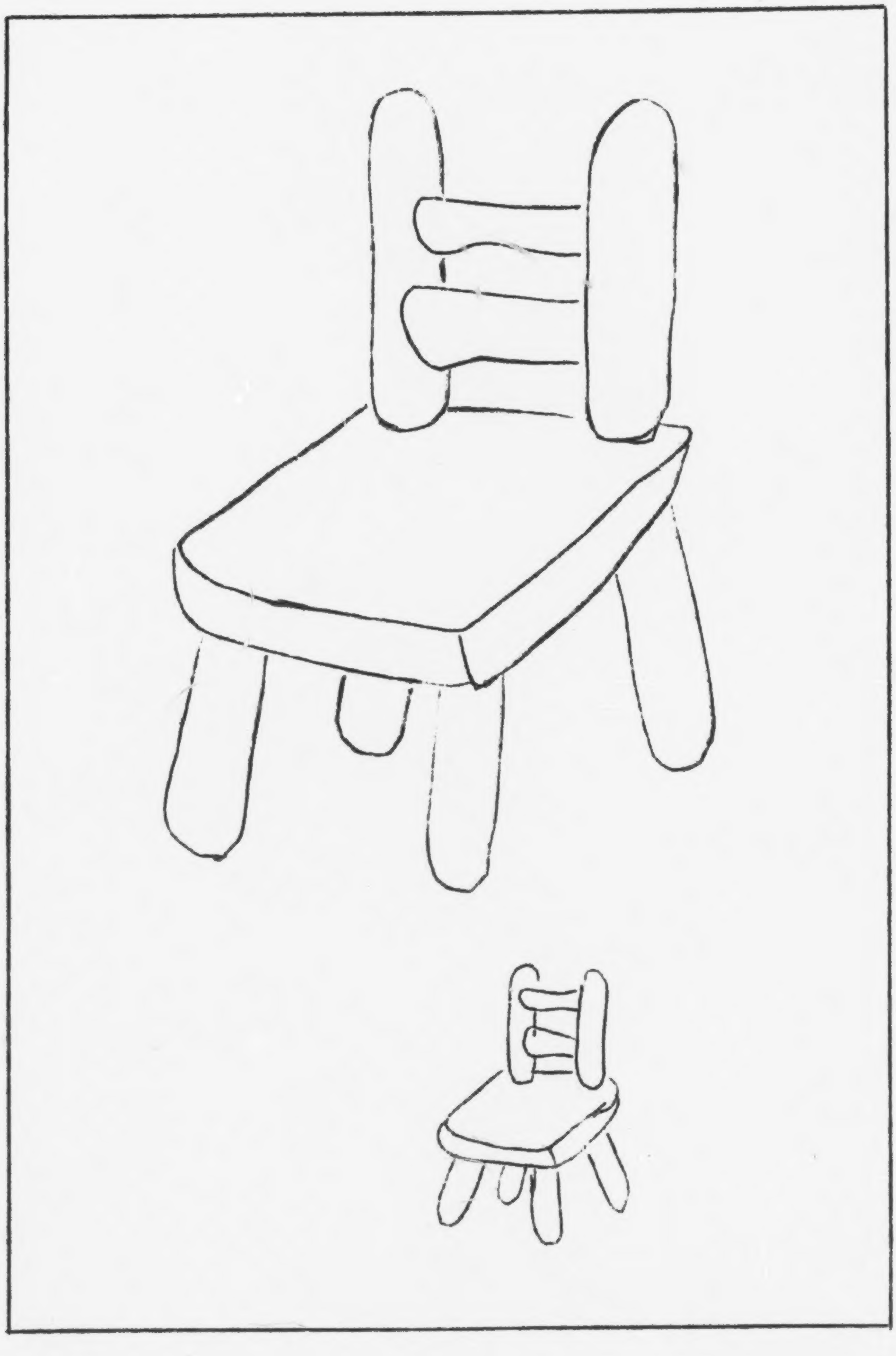
Basic Activity
Use pictures on pages 92-98. It is advisable to paste these pictures on heavy cardboard or tagboard, preferably in many colors. Explain to the children that you are going to play the ¿Cuál? game. Tell them that ¿Cuál? means "Which?" in English and that when you ask questions in English using "Which?" you expect answers using "this" which in Spanish is este or esta. Explain that este is used with all the words that have el like el lápiz and el libro and that the words that have la like la regla and la pluma will be preceded by esta. Model cuál, esta and este several times and follow by introducing the target words in longer statements. Drill until the children understand fully the question-asking pattern using ¿Cuál? and the answer pattern using esta or este. For example, take out the picture card of the tables on page 92 and model ¿Cuál es la silla grande? Have the children imitate the question. Once they can produce it appropriately, model the answer Esta es la silla grande. Drill the response several times and continue with ¿Cuál es la silla chica? Follow the same procedure with all picture cards. Reinforce good responses.

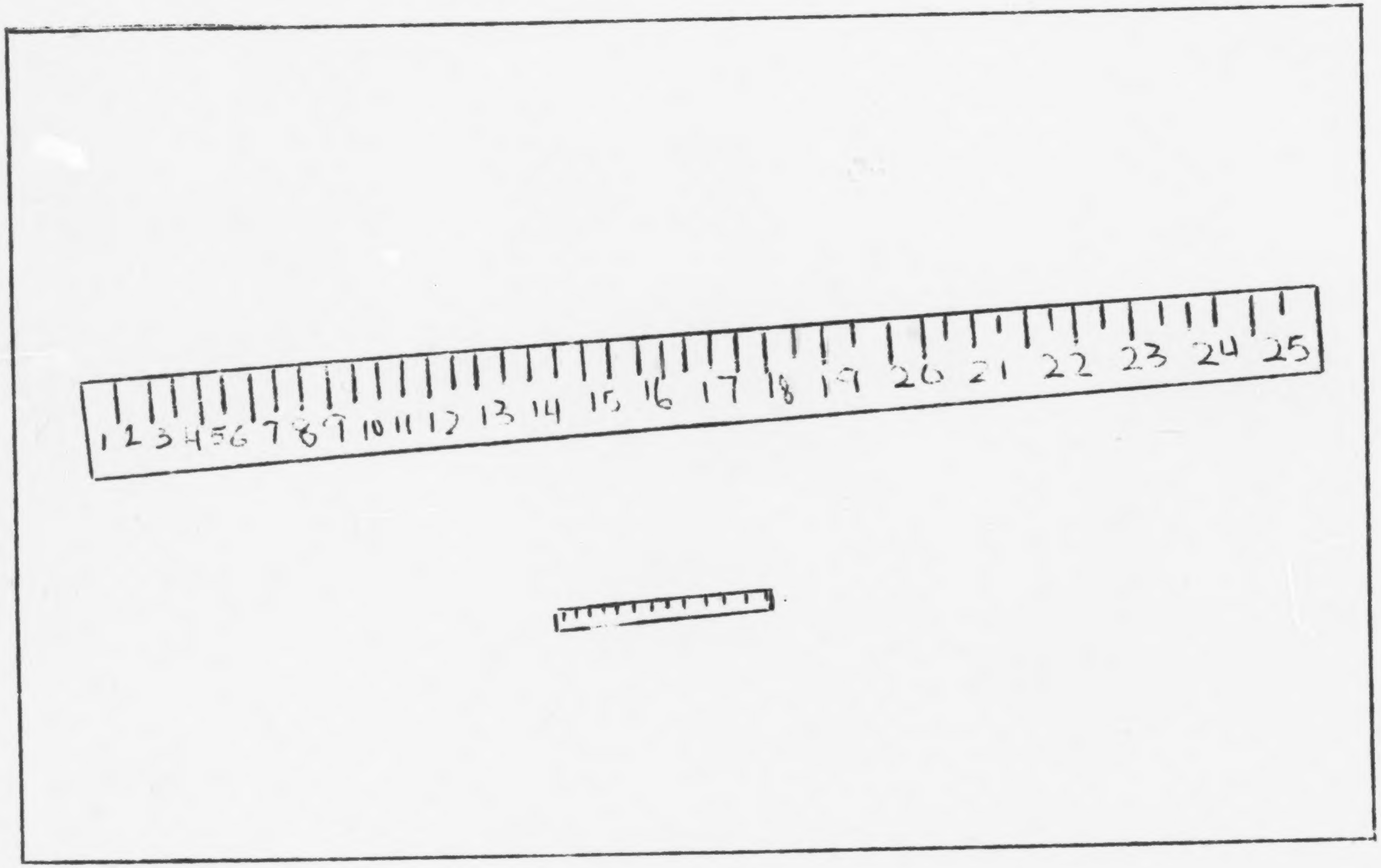








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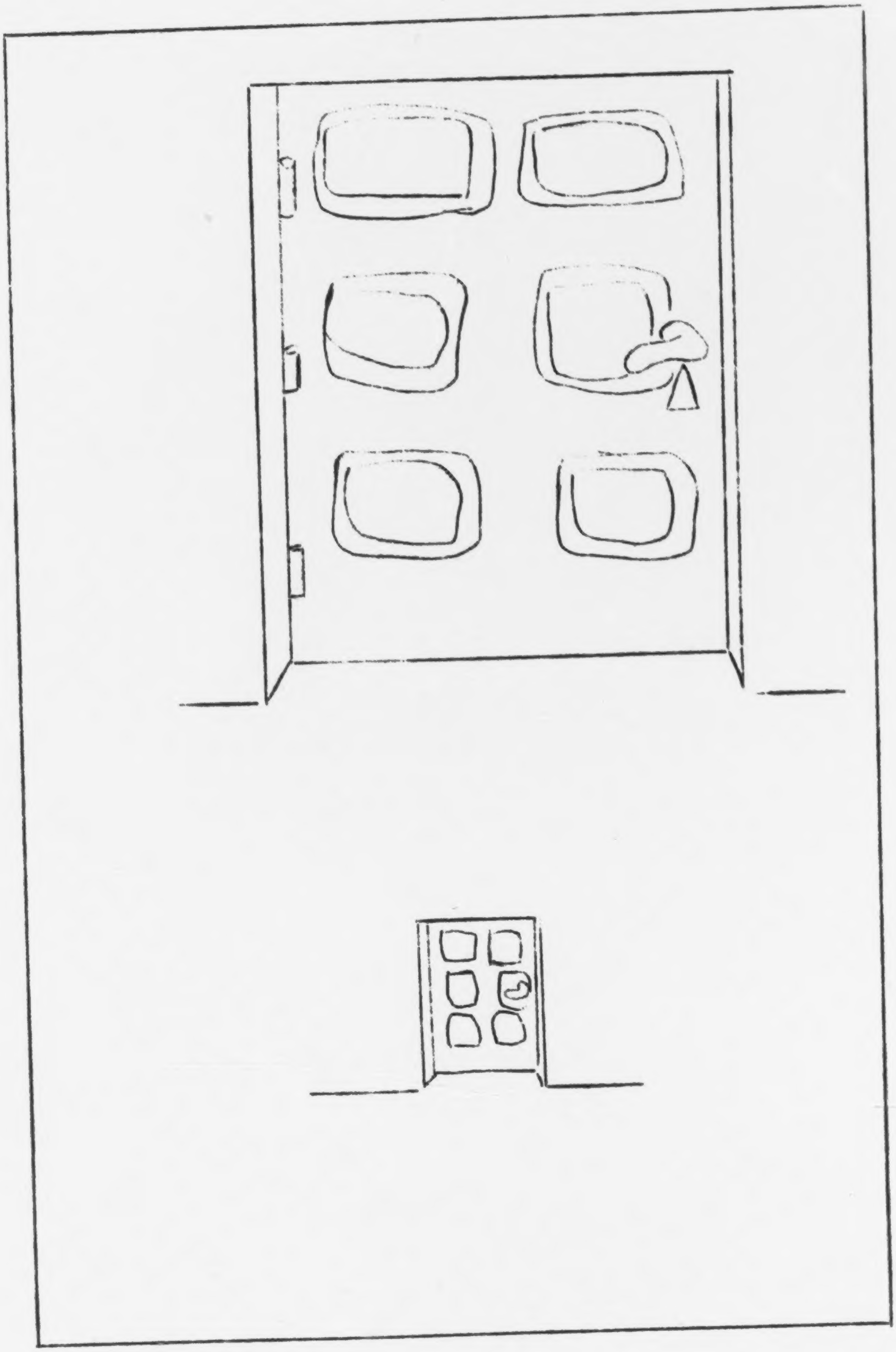


LESSON VII - PART E

LESSON OBJECTIVES

1. To assess the learning process.
2. To assess the use of the interrogative ¿Cuál?
3. To assess the use of the demonstrative adjectives este and esta.
4. To assess recall of color concepts.

SKILLS TO BE EVALUATED	EVALUATION PROCEDURE
Visual Recognizes each color. Auditory Listens to the teacher's questions. Conceptual Understands the meaning of ¿Cuál? as an interrogative. Understands the meaning of este and esta. Understands simple questions using ¿Cuál? Association Relates esta with singular feminine nouns and este with singular masculine nouns. Verbal Answers questions using este and esta. Asks questions using ¿Cuál? Group Participation Cooperates in group activity.	Basic Activity Make three copies of picture on page 78. Color each chair in a different color to include white, black, green, brown, yellow, orange, purple and blue. Paste pictures on cardboard for easier manipulation. Explain to the children that you are going to ask them some questions about the color of the chairs. Model the procedure several times until the children know exactly what they are expected to do. For example, say ¿Cuál es la silla roja? and answer, as you point to the red chair, Esta es la silla roja. The children should answer in unison first and then individually. When this phase of the activity has been evaluated ask the children to ask their neighbor, upon their turn, a question about the color of one of the chairs as you have modeled.

LESSON VII - PART F

LESSON OBJECTIVES

1. To reinforce salutatory expressions.
2. To reinforce location and size concepts.
3. To gain practice in answering questions.
4. To gain practice in the use of the demonstrative adjectives.

SKILLS TO BE DEVELOPED

Visual
Recognizes objects in target vocabulary.

Distinguishes between small and large objects.

Auditory
Recognizes intonation pattern of a question.

Conceptual
Understands the meaning of each question on the tape.

Answers questions with meaningful answers.

Association
Relates questions to picture cards.

Verbal
Answers questions on tape appropriately.

Motor
Selects and points to the appropriate picture when answering.

Group Participation
Cooperates appropriately and finishes task.

TEACHING PROCEDURES

Basic Activity
Number your cards 1-7 as described below, stack and place face down in the center of the table with No. 1 on top.

1. Large and small door, p. 98.
2. Large and small shoe, p. 93
3. Large and small chair, p. 96.
4. Large and small book, p. 94.
5. Large and small hand, p. 95.
6. Large and small table, p. 92.
7. Large and small ruler, p. 97.

When the voice on the tape asks the first ¿Dónde está...? question, uncover picture card No. 1. Use the ¿Dónde está...? questions as a cue to uncover the following cards. By this time the children should be able to perform this activity without adult supervision provided the group leader has listened to the tape once before, understands when each card is to be uncovered and that the cards are stacked in the order described above. The teacher should praise the children for their performance and mention to them that in this tape there is hardly any English used thus showing how much Spanish they have learned in six weeks.

NARRATION TAPE VI

Buenos días*

R. BUENOS DÍAS

Buenos días*

R. BUENOS DÍAS

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Buenos días, maestra*

R. BUENOS DÍAS, MAESTRA

Buenos días, niños y niñas*

R. BUENOS DÍAS, NIÑOS Y NIÑAS

Buenos días, niños y niñas*

R. BUENOS DÍAS, NIÑOS Y NIÑAS

¿Cómo están?*

R. BIEN, GRACIAS

¿Cómo están?*

R. BIEN, GRACIAS

Can you answer my questions when the bell rings?

(INTRODUCE PICTURE OF LARGE AND SMALL DOOR ON PAGE 98)

¿Dónde está la puerta grande?*

R. AQUÍ ESTÁ LA PUERTA GRANDE

¿Dónde está la puerta grande?*

R. AQUÍ ESTÁ LA PUERTA GRANDE

¿Esta puerta es grande?*

R. SÍ, ESTA PUERTA ES GRANDE

¿Esta puerta es grande?*

R. SÍ, ESTA PUERTA ES GRANDE

¿Dónde está la puerta chica?*

R. AQUÍ ESTÁ LA PUERTA CHICA

¿Dónde está la puerta chica?*

R. AQUÍ ESTÁ LA PUERTA CHICA

¿Esta puerta es chica?*

R. SÍ, ESTA PUERTA ES CHICA

¿Esta puerta es chica?*

R. SÍ, ESTA PUERTA ES CHICA

(INTRODUCE PICTURE OF LARGE AND SMALL SHOES ON PAGE 93)

¿Dónde está el zapato grande?*

R. AQUÍ ESTÁ EL ZAPATO GRANDE

¿Dónde está el zapato grande?*

R. AQUÍ ESTÁ EL ZAPATO GRANDE

¿Este zapato es grande?*

R. SÍ, ESTE ZAPATO ES GRANDE

¿Este zapato es grande?*

R. SÍ, ESTE ZAPATO ES GRANDE

¿Dónde está el zapato chico?*

R. AQUÍ ESTÁ EL ZAPATO CHICO

¿Dónde está el zapato chico?*

R. AQUI ESTA EL ZAPATO CHICO

¿Este zapato es chico?*

R. SÍ, ESTE ZAPATO ES CHICO

¿Este zapato es chico?*

R. SÍ, ESTE ZAPATO ES CHICO

(INTRODUCE PICTURE OF THE LARGE AND SMALL CHAIRS ON PAGE 96)

¿Dónde está la silla grande?*

R. AQUÍ ESTÁ LA SILLA GRANDE

¿Dónde está la silla grande?*

R. AQUÍ ESTÁ LA SILLA GRANDE

¿Esta silla es grande?*

R. SÍ, ESTA SILLA ES GRANDE

¿Esta silla es grande?*

R. SÍ, ESTA SILLA ES GRANDE

¿Dónde está la silla chica?*

R. AQUÍ ESTÁ LA SILLA CHICA

¿Dónde está la silla chica?*

R. AQUÍ ESTÁ LA SILLA CHICA

¿Esta silla es chica?*

R. SÍ, ESTA SILLA ES CHICA

¿Esta silla es chica?*

R. SÍ, ESTA SILLA ES CHICA

(INTRODUCE PICTURE OF LARGE AND SMALL BOOK ON PAGE 94)

¿Dónde está el libro chico?*

R. AQUÍ ESTÁ EL LIBRO CHICO

¿Dónde está el libro chico?*

R. AQUÍ ESTÁ EL LIBRO CHICO

¿Este libro es chico?*

R. SÍ, ESTE LIBRO ES CHICO

¿Este libro es chico?*

R. SÍ, ESTE LIBRO ES CHICO

¿Dónde está el libro grande?*

R. AQUÍ ESTÁ EL LIBRO GRANDE

¿Dónde está el libro grande?*

R. AQUÍ ESTÁ EL LIBRO GRANDE

¿Este libro es grande?*

R. SÍ, ESTE LIBRO ES GRANDE

¿Este libro es grande?*

R. SÍ, ESTE LIBRO ES GRANDE

(INTRODUCE THE PICTURE OF THE SMALL AND LARGE HAND ON PAGE 95)

¿Dónde está la mano grande?*

R. AQUÍ ESTÁ LA MANO GRANDE

¿Dónde está la mano grande?*

R. AQUÍ ESTÁ LA MANO GRANDE

¿Esta mano es grande?*

R. SÍ, ESTA MANO ES GRANDE

¿Esta mano es grande?*

R. SÍ, ESTA MANO ES GRANDE

¿Dónde está la mano chica?*

R. AQUÍ ESTÁ LA MANO CHICA

¿Dónde está la mano chica?*

R. AQUÍ ESTÁ LA MANO CHICA

¿Esta mano es chica?*

R. SÍ, ESTA MANO ES CHICA

¿Esta mano es chica?*

R. SÍ, ESTA MANO ES CHICA

(INTRODUCE PICTURE OF SMALL AND LARGE TABLE ON PAGE 92)

¿Dónde está la mesa chica?*

R. AQUÍ ESTÁ LA MESA CHICA

¿Dónde está la mesa grande?*

R. AQUÍ ESTÁ LA MESA GRANDE

¿Cuál es la mesa grande?*

R. ESTA ES LA MESA GRANDE

¿Cuál es la mesa chica?*

R. ESTA ES LA MESA CHICA

(INTRODUCE PICTURE OF SMALL AND LARGE RULER ON PAGE 97)

¿Dónde está la regla chica?*

R. AQUÍ ESTÁ LA REGLA CHICA

¿Cuál es la regla grande?*

R. ESTA ES LA REGLA GRANDE

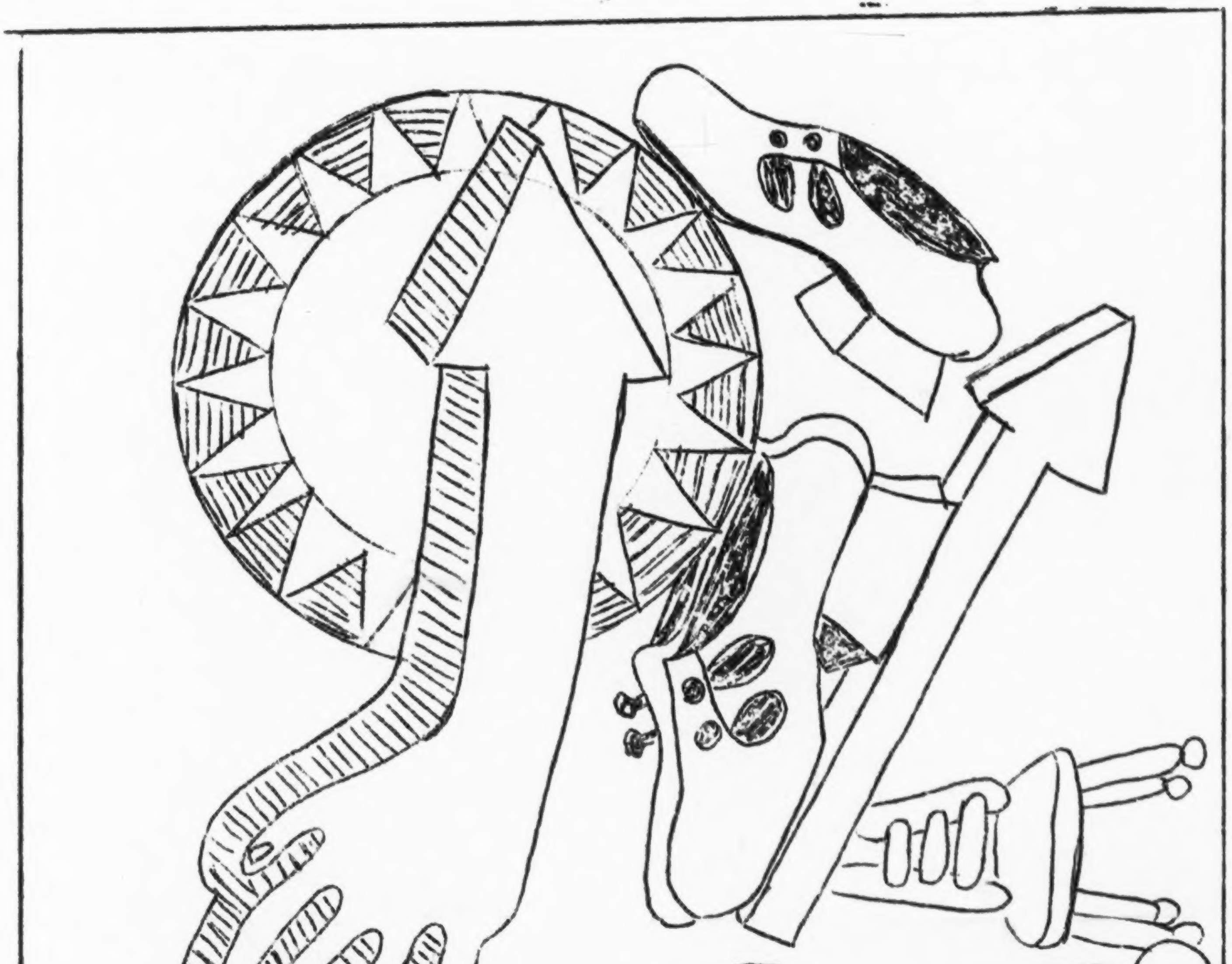
¿Dónde está la regla grande?*

R. AQUÍ ESTÁ LA REGLA GRANDE

¿Cuál es la regla chica?*

R. ESTA ES LA REGLA CHICA

Muy bien, niños y niñas, ¡Muy bien! Adiós.



ENSEÑANDO CONCEPTOS BÁSICOS

IZQUIERDA, PAR, MEDIANO Y CENTRO

ACTION	NARRATION
Clown appears on screen and introduces herself.	Buenos días, niños y niñas.
	¿Cómo están ustedes?
	Yo me llamo Pepita.
	Y tú, ¿cómo te llamas?
	¡Oh! Miren mis manos.
Clown turns her back to screen so that her right hand is the right hand of the viewer. Contrast of right and left hand.	La mano derecha, la mano izquierda.
	Derecha.
	Izquierda.
	Ahora, dime tú, ¿Es esta la mano derecha?
	¿Es esta la mano izquierda?
	Sí, muy bien.
	Derecha.
	Izquierda.
Pictorial representation of a right and a left hand.	¡Oh! Aquí hay otro par de manos.
	La mano derecha.
	La mano izquierda.
	Derecha.
	Izquierda.
	Derecha.
	Izquierda.

ACTION	NARRATION
Presentation of a small pair of shoes.	¡OH! Y aquí hay un par de zapatitos.
	El derecho.
	El izquierdo.
	Derecho.
	Izquierdo.
Clown invites viewers to point to the right and to the left shoe.	Ahora, dime tú, ¿cuál es el derecho?
	¡Muy bien!
	¡Hola niños!
Camera follows from legs to feet of clown. Her right foot is also the viewer's right.	¡Oh! Miren mis pies.
	El pie izquierdo.
	El pie derecho.
	Izquierdo.
	Derecho.
	Izquierdo.
	Derecho.
Pictorial representation of right and left footprints.	¡Las plantas de los pies!
	Izquierda.
	Derecha.
	Izquierda.
	Derecha.
	Izquierda.
	Derecha.

ACTION	NARRATION
Arrow pushes clown to the right.	¡La flecha va a la derecha!
Arrow pushes clown to the left.	¡Oh! ¡La flecha va a la izquierda!
	La flecha apunta a la derecha.
Clown turns to the right.	Y ahora vamos a dar vuelta a la derecha.
	Derecha.
	¡Ajá! Vamos a la derecha.
Clown turns to the left.	Y ahora la flecha apunta a la izquierda.
	Izquierda.
	Izquierda.
	Izquierda.
Camera to clown's feet. She turns and leaves footprints behind as she marches away from the screen.	¡Oh! Miren mis pies.
	Derecha.
	Izquierda.
	Derecha.
	Izquierda
	Derecha.
	Izquierda.
Doll house presented and small child participates.	¡Oh! ¡Miren la casita de muñecas!
	Una ventana.
Clown shows two identical windows and introduces the concept pair.	Otra ventana.
	Esta ventana y esta otra hacen un par de ventanas.

ACTION	NARRATION
	Un par de ventanas.
	¡Ajá! Y aquí tenemos otra ventana y otra igualita.
	Esta ventana y esta otra ventana son un par de ventanas.
	Par.
	Par.
	Mira lo que voy a mostrarte.
Clown takes out a pair of large shoes.	Un zapato y otro zapato.
	Un par de zapatos.
	Par.
	¡Oh! Karina va a mostrarnos algo.
Karina, the child actress, takes out a pair of tiny shoes.	Un par de zapatitos.
	Par.
	Par.
Clown takes out a pair of baby socks.	¡Miren! ¡Miren! Un par de calcetines.
	Par.
	Par.
Karina takes out a pair of large socks.	¡Oh! Karina tiene otro par de calcetines.
	Par.
Clown and Karina point to all of the pairs displayed.	Par.
	Par
	Par.

ACTION	NARRATION
Camera flashes a pair of gloves.	Par.
A pair of pens.	Par.
A pair of birds.	Par.
Pictorial representation of pair of hands.	Par.
Pictorial representation of pair of cats.	Par.
	Mira Karina, mira.
Clown presents a large and a small sock.	Un calcetín grande, un calcetín chico.
	Dime, ¿éste es un par?
	No, no, no.
Clown replaces the large sock and presents two small socks.	Y ahora, dos calcetines chicos.
	¿Es éste un par?
	Muy bien.
	Sí, sí es un par.
Clown presents a small and a large sock and asks if this is a pair.	Un calcetín grande y un calcetín chico.
	No, no.
	Bueno, veamos.
Clown takes out small sock and puts in the matching large sock and asks if this is a pair.	Si pongo otro calcetín grande.
	Ahora sí, ¡muy bien!
	Un par de calcetines.
Clown presents in pictorial representation a bird and a rabbit and asks if this is a pair.	Un pájaro y un conejo.
	Dime, ¿es éste un par, Karina?
	No, no, no.

ACTION	NARRATION
	Muy bien, Karina.
	No es un par.
Clown presents three identical birds and asks if this is a pair.	Mira, ahora tengo uno, dos, tres pájaros.
	¿Es éste un par?
	No, no, no.
Karina takes out one bird and says that it is now a pair.	Ahora tengo uno y dos.
	Este sí es un par.
Clown presents a small and a large key and introduces concept of small and large.	Oh, y aquí tengo dos llaves, una grande y una chica.
Clown presents a small and a large spoon.	Miren, aquí tengo dos cucharas, una grande y otra chica.
	Grande, chica.
	Grande, chica.
Clown presents a third key and introduces the concept of medium-sized.	Y ahora tengo tres llaves.
	Tres llaves.
	Una grande.
	Una chica.
	Y una mediana, mediana.
	Grande.
	Chica.
	Mediana.
Clown presents the medium-sized spoon.	¡Ah! Y ahora tengo tres cucharas.

ACTION	NARRATION
	Una grande.
	Una chica.
	Y una mediana.
	Grande.
	Mediana.
	Chica.
	Chica.
	Mediana.
	Y grande.
A small chair appears on the screen.	¡Oh! Una silla chica.
A medium-sized chair.	Y una silla mediana.
A large chair.	Y otra silla grande.
Clown asks which is the medium-sized chair.	¿Cuál es la mediana?
Karina comes onto the screen and sits in the medium-sized chair.	¡Muy bien, Karina! Sí, sí, ésa es la mediana.
On screen, pictorial representation of small, medium-sized and large chair.	¡Oh! Miren, aquí tengo tres sillas.
Clown points to the small, medium-sized and large chair.	Una grande.
	Una mediana.
	Y otra chica.
	Mediana.
	Mediana.
	Mediana.
	Mediana.
Clown asks Karina to show her the medium-sized chair.	Dime tú, Karina.

ACTION	NARRATION
	¡Muy bien! Esa es la mediana.
On the screen, three question marks, small, medium-sized and large.	¡Oh! ¡Mira!
	El signo chico.
	El signo mediano.
	Y el signo grande.
	Chico.
	Mediano.
	Grande.
	Chico.
	Mediano.
	Grande.
Clown presents three cups to Karina and asks her to place them in order starting with the large one.	¡Oh! ¡Mira, Karina!
	Tengo tres tazas.
	Grande.
	Mediana.
	Y chica.
	Dime tú, cuál es la grande, la mediana y la chica.
	¡Muy bien, muy bien, Karina!
Clown shows three triangles and labels them small, medium-sized and large.	¡Miren! Aquí tengo un triángulo chico.
	Y aquí tengo un triángulo mediano.
	¡Oh! Y acá un triángulo grande.

ACTION	NARRATION
	Mediano.
	Chico.
Screen shows a large decorated square.	Y aquí hay un cuadro.
	Un cuadro grande.
Karina takes the small square out and then the medium-sized square.	Y un cuadro chico.
	Un cuadro mediano.
Karina places small square over the large square and shows the space in-between the small and large square.	Mediano.
	Mediano.
	Un cuadro grande.
Karina takes small square out, replaces the medium-sized square and then places the small square, finishing with the whole set of three squares.	Un cuadro chico.
	Un cuadro mediano.
	Mediano.
	Un cuadro chico.
	Y ahora hay un cuadro grande.
Clown appears on screen and points to the mole that is in the center of her face.	¡Ajajá! ¡Miren el centro de mi cara!
	El centro de la flor es negro.
Screen shows the black center of the flower.	El centro de mi flor está aquí.
Screen shows a circle and clown points to the center of the circle.	Este es el centro del círculo.
Flowers in the center of the plate.	Las flores están en el centro del plato.
The center of the triangle.	El centro del triángulo es negro.

ACTION	NARRATION
The record has a center and clown places a white circle on the center.	El disco tiene un centro. Ahora el centro es blanco. ¡Oh! Ahora tengo un cuadro. Ponemos la vela en el centro del cuadro.
Clown places a candle in the center of the square and lights it.	La llama está en el centro de la vela.
The flame is in the center of the candle and fades out so that the flame becomes the center of the screen.	¡Oh! ¡Miren! ¡Miren! ¡La llama está en el centro de la pantalla. Centro. Centro. Centro. Centro.
Clown tells Karina that she is going to ask her some questions. She uses her baton and asks where the center is. Clown points to several places and Karina says that none are the center.	Ahora, Karina, te voy a hacer unas preguntas. Dime, dónde está el centro? ¿Aquí? ¿Aquí está el centro? No, no. ¿Aquí? ¿Aquí? ¿No?
Clown asks Karina to place a black dot on the center of the circle.	Bueno, tú pon el centro.

ACTION	NARRATION
Karina places a black dot on the center of the circle.	Muy bien, Karina, muy bien.
	Ahora dime, ¿aquí está el centro?
	¿Aquí?
	¿Aquí?
	Bueno, ahora pon tú el centro.
Karina places a black dot on the center of the triangle.	Muy bien, así, muy bien.
Exit Karina.	Muchas gracias, Karina, muchas gracias, y Adiós.
Clown invites the viewers to point to the monitor and answer the questions. At three-second intervals the following pictures appear:	Ahora voy a hacer unas preguntas y ustedes me van a decir:
A square.	¿Dónde está el centro del cuadro?
	¿Y dónde está el centro del cuadro aquí?
A circle.	¿Dónde está el centro aquí?
A large octagon.	¿Tiene un centro el círculo?
	Más preguntas:
Windows.	¿Cuál es la ventana mediana?
Bottles.	¿Cuál es la botella mediana?
Shoes.	¿Cuál es el zapato mediano?
Triangles.	¿Dónde está el triángulo mediano?
Chairs.	¿Dónde está la silla mediana?

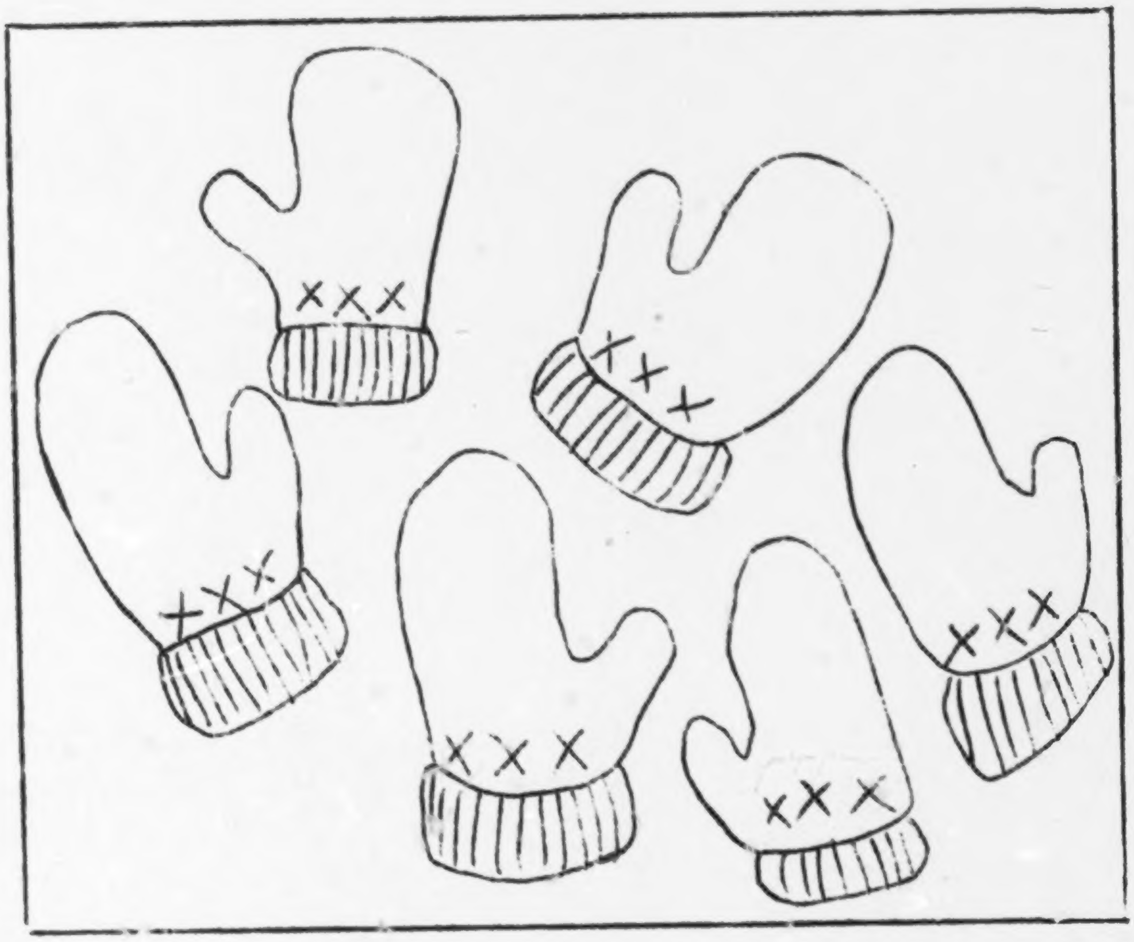
ACTION	NARRATION
	Más y más preguntas:
Doors.	¿Es éste un par de puertas?
Shoes.	¿Dónde está el par de zapatos?
Birds.	¿Ves tú un par aquí?
Animales.	¿Cuál es el par aquí?
Geometric figures.	¿Y aquí hay un par?
Circles.	¿Cuál es el par de círculos?
	Más y más y más preguntas:
Hands.	¿Cuál es la mano izquierda?
Footprints.	¿Cuál es la planta del pie izquierdo?
Birds.	¿Cuál pájaro está a la izquierda de la pantalla?
Arrows.	¿Cuál flecha está mirando a la izquierda?
Clown waves good-bye.	¡Oh! ¡Llegó la hora de decir adiós, queridos niños!
Credits.	

LESSON VIII - PART B

LESSON OBJECTIVES

1. To reinforce the concepts *derecho* and *izquierdo*.
2. To reinforce the label *guante*.
3. To assess recall of color concepts.

SKILLS TO BE DEVELOPED	TEACHING PROCEDURES
Visual Distinguishes between *izquierdo* and *derecho*. **Auditory** Listens to simple instructions in Spanish. **Conceptual** Understands *el guante derecho* and *el guante izquierdo*. Understands the meaning of *pinta* as a form used in giving directions. **Motor** Colors right and left gloves as directed.	**Basic Activity** Give one copy of drawing on page 119 to each child. Model the labels *el guante derecho* and *el guante izquierdo* until the children become familiar with them and distinguish one from the other. Model the word *pinta* and explain this means "you color". Explain that you will be calling out some directions using the word *pinta* which means they are to color the gloves in different colors. Stress the fact that they are to pay close attention and listen to whether *izquierdo* or *derecho* is asked for and also for the color label. Mention that it does not matter which left or right glove they color first as long as it is one of the ones requested in the direction. Call out directions on page 119 and allow sufficient time for the children to color each glove before going on to the next direction.



1. PINTA UN GUANTE IZQUIERDO DE AZUL.
2. PINTA UN GUANTE DERECHO DE ROJO.
3. PINTA UN GUANTE IZQUIERDO DE AMARILLO.
4. PINTA UN GUANTE DERECHO DE MORADO.
5. PINTA UN GUANTE IZQUIERDO DE ANARANJADO.
6. PINTA UN GUANTE DERECHO DE VERDE.

LESSON VIII - PART C

LESSON OBJECTIVES

1. To reinforce the concepts *izquierda* and *derecha*.
2. To reinforce the concept *par*.
3. To reinforce the concept *círculo*.

SKILLS TO BE DEVELOPED

Visual
Distinguishes pairs of footprints.

Distinguishes between *derecha* and *izquierda*.

Auditory
Listens to simple instructions in Spanish.

Listens to the label *la planta de los pies*.

Verbal
Reproduces the label *la planta del pie* appropriately.

Conceptual
Understands the concept *par*.

Understands the direction "Draw a circle around".

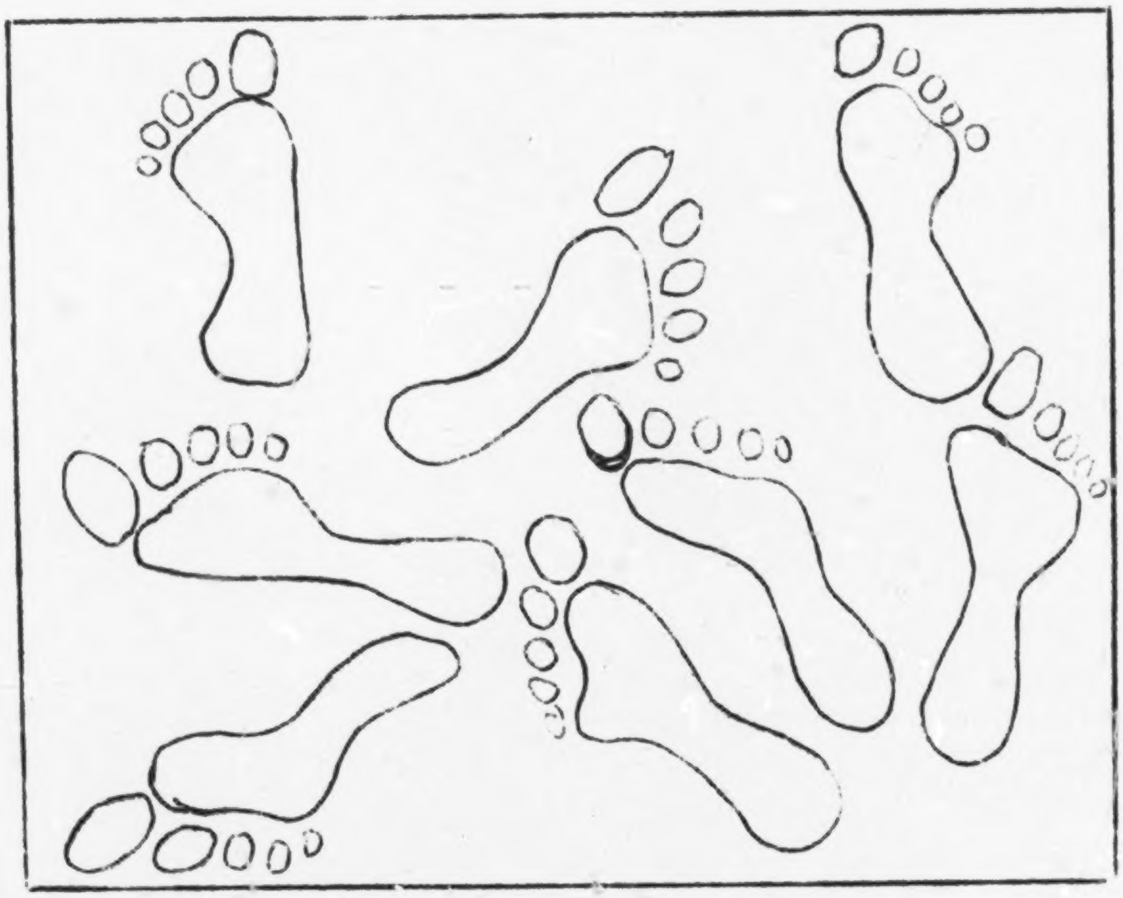
Motor
Draws a circle around each of the four pairs of footprints.

Colors all left footprints blue.

Colors all right footprints orange.

TEACHING PROCEDURES

Basic Activity
Model the labels *la planta del pie derecho* and *la planta del pie izquierdo* until the children can reproduce them with ease. Explain as you give a copy to each child of drawing on page 121 that it is a drawing and a coloring game and that you want them to do two things: first, to draw a circle around each pair of footprints and then to color all left footprints in blue and the right ones in orange. Explain that these directions will be given in Spanish (Please see directions at the bottom of page 121).



DIRECCIONES:

1. PINTA UN CÍRCULO ALREDEDOR DE CADA PAR DE PLANTAS DE LOS PIES.
2. PINTA TODAS LAS PLANTAS DEL PIE IZQUIERDO DE AZUL.
3. PINTA TODAS LAS PLANTAS DEL PIE DERECHO DE ANARANJADO.

QUESTIONNAIRE FOR EVALUATION OF VIDEO TAPE

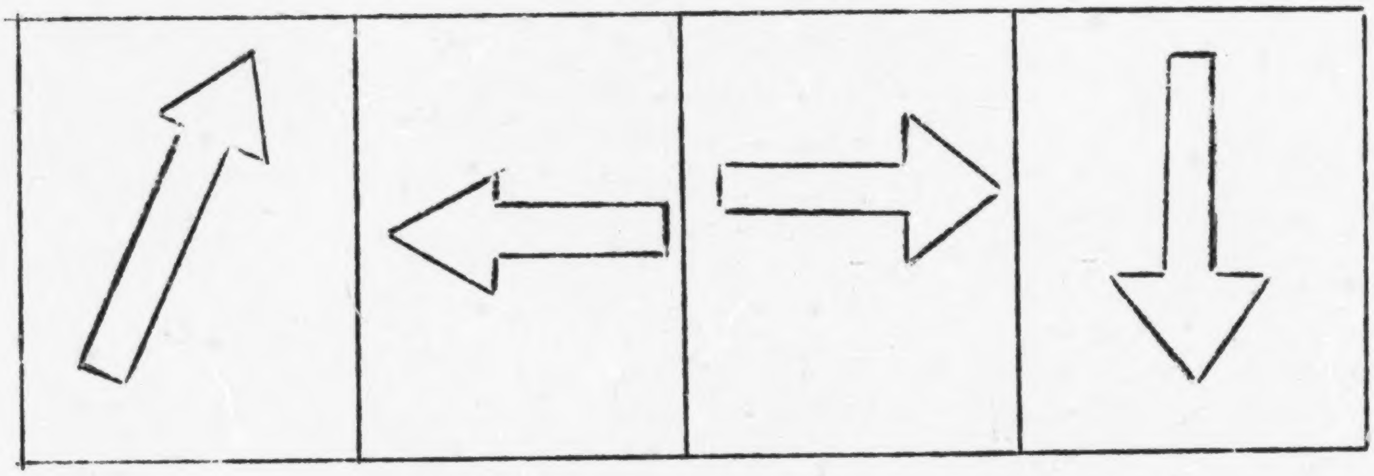
TEACHING CONCEPTS IN SPANISH AND ENGLISH

Instructions for teachers:

Read questions aloud to the group and ask the children to put an X on the picture that answers the question.

1. Which arrow points to the left?
2. Which is left in this picture?
3. Which bird is looking to the left?
4. Can you find a pair in this picture?
5. Find a pair in this picture.
6. Which picture has a pair of triangles?
7. Which is the medium-sized triangle?
8. Which is the medium-sized house?
9. Can you find the medium-sized square?
10. Which picture has a star in the center?
11. Which flower has a star in the center?
12. Which rectangle has a star in the center?

1



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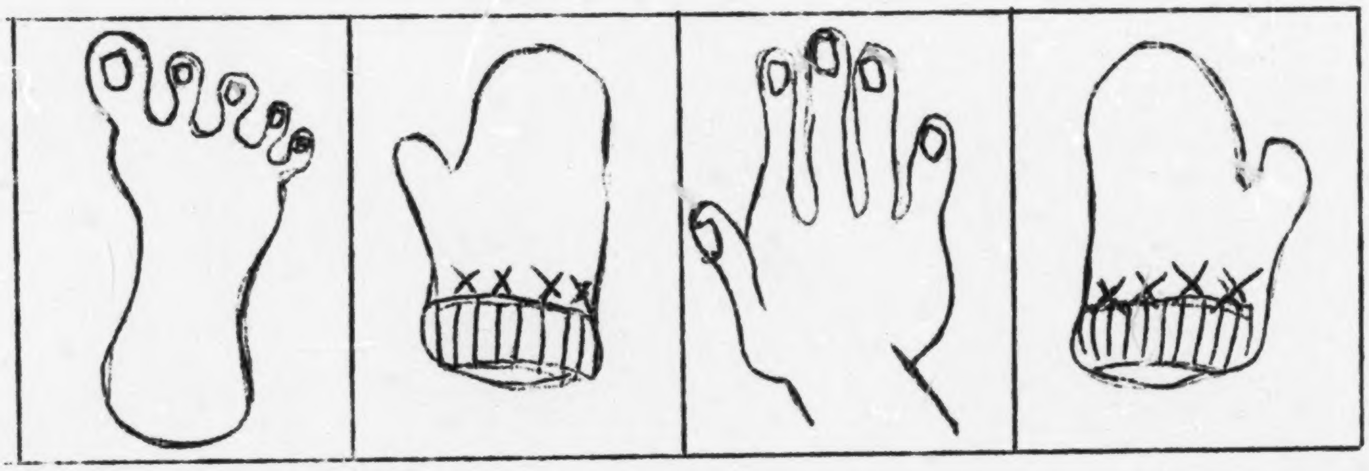

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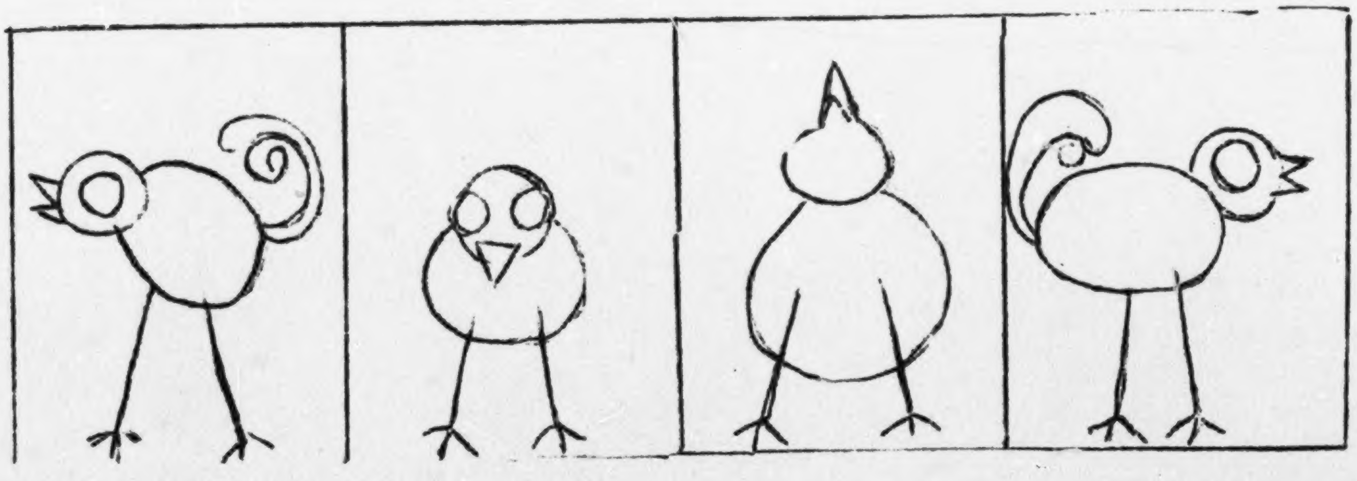

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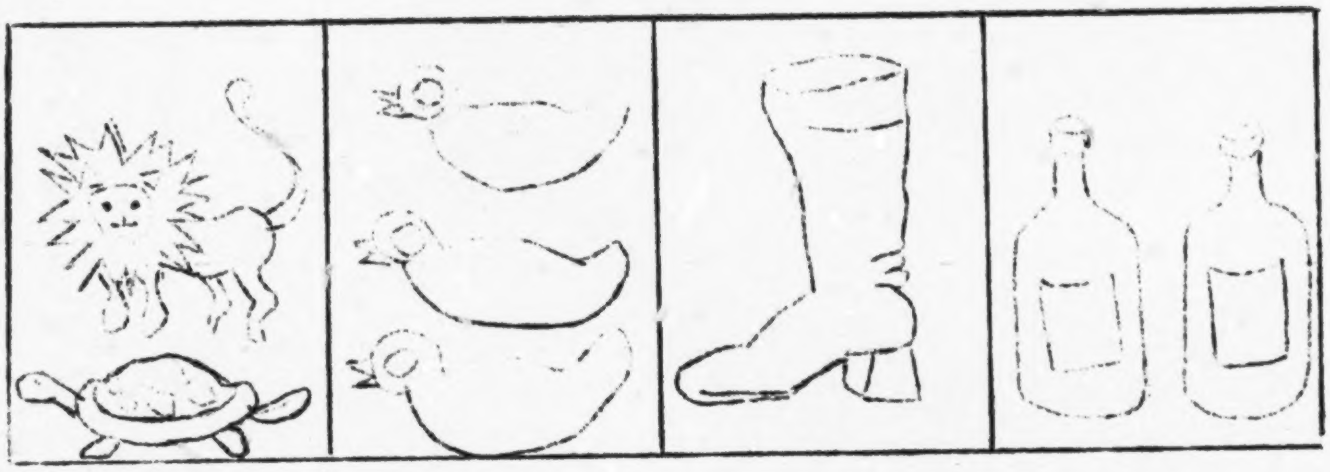

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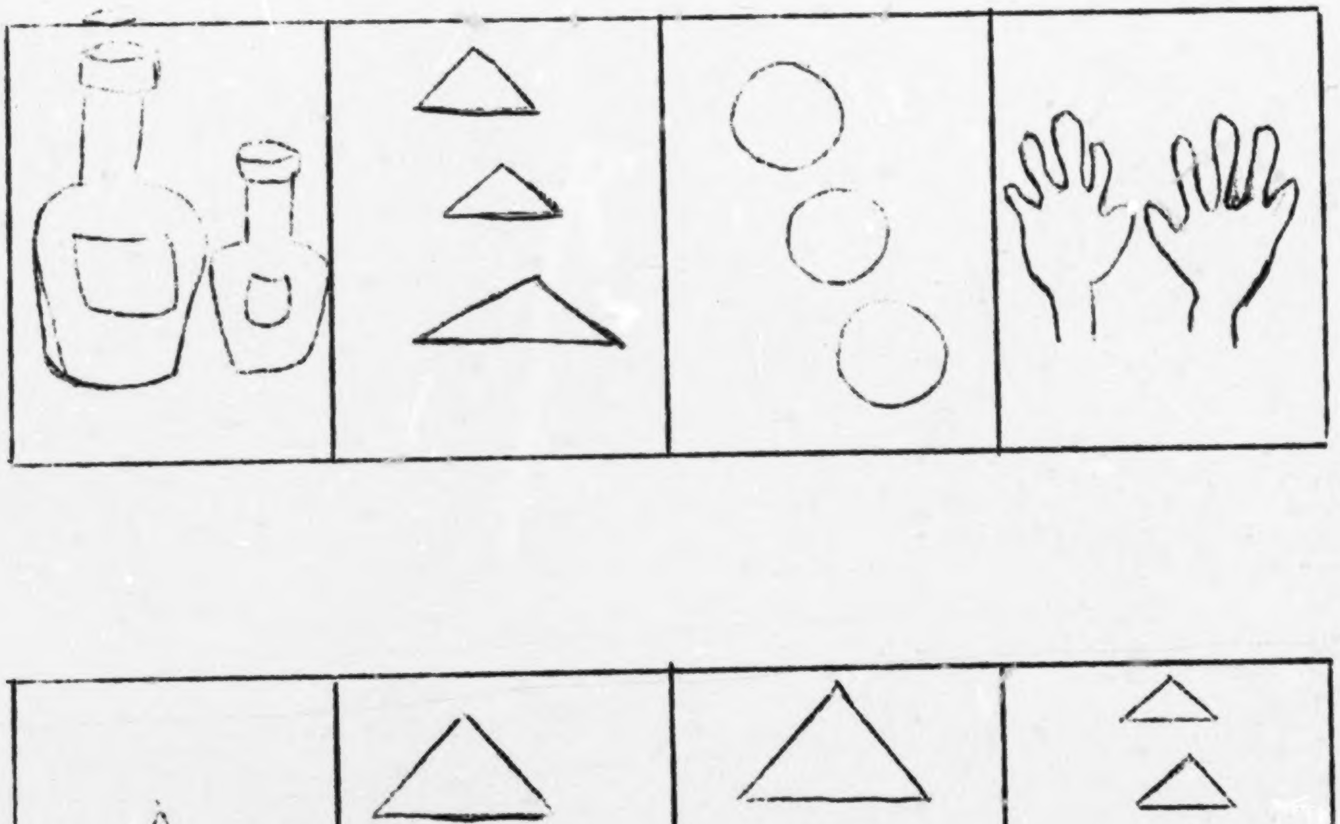

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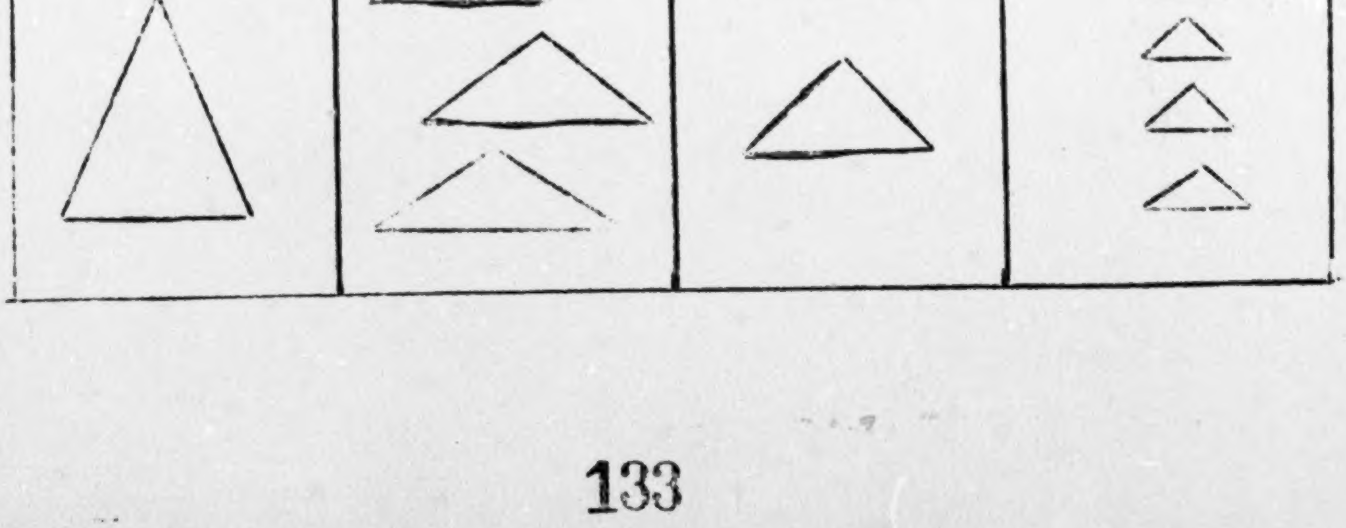

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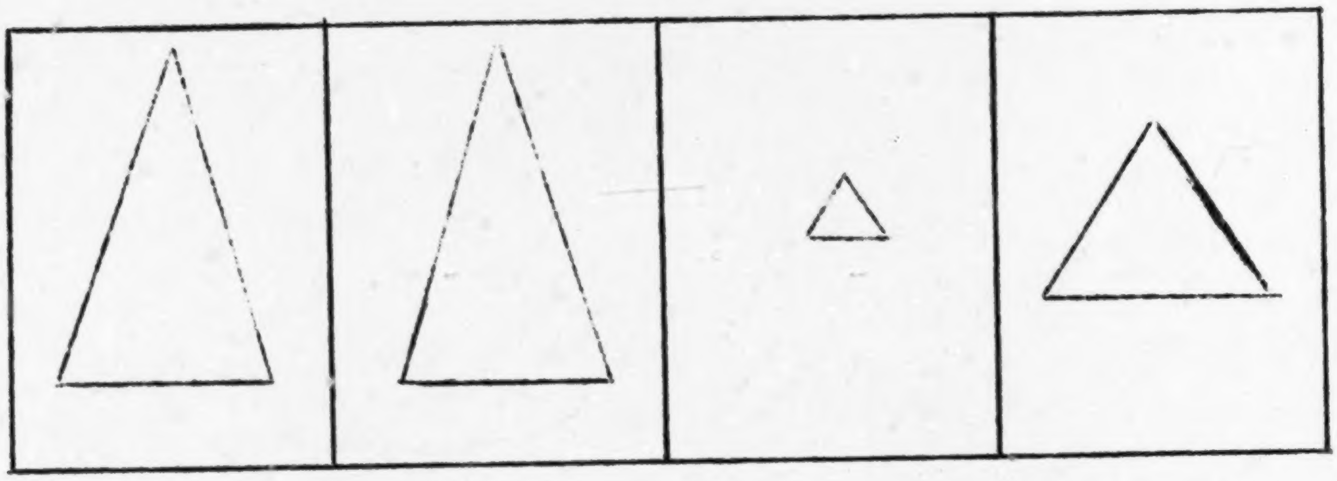

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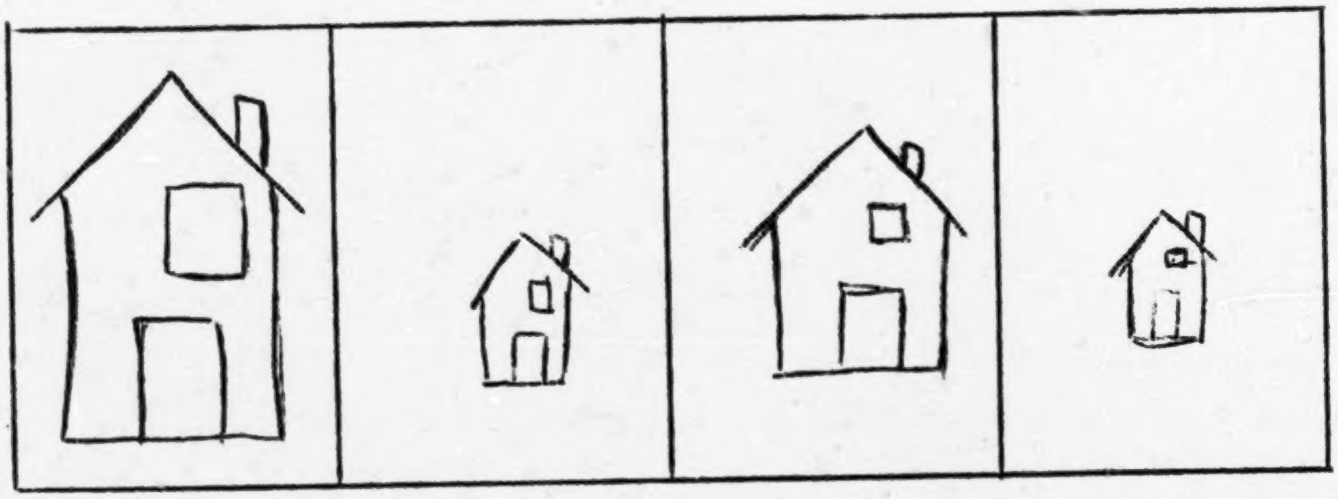

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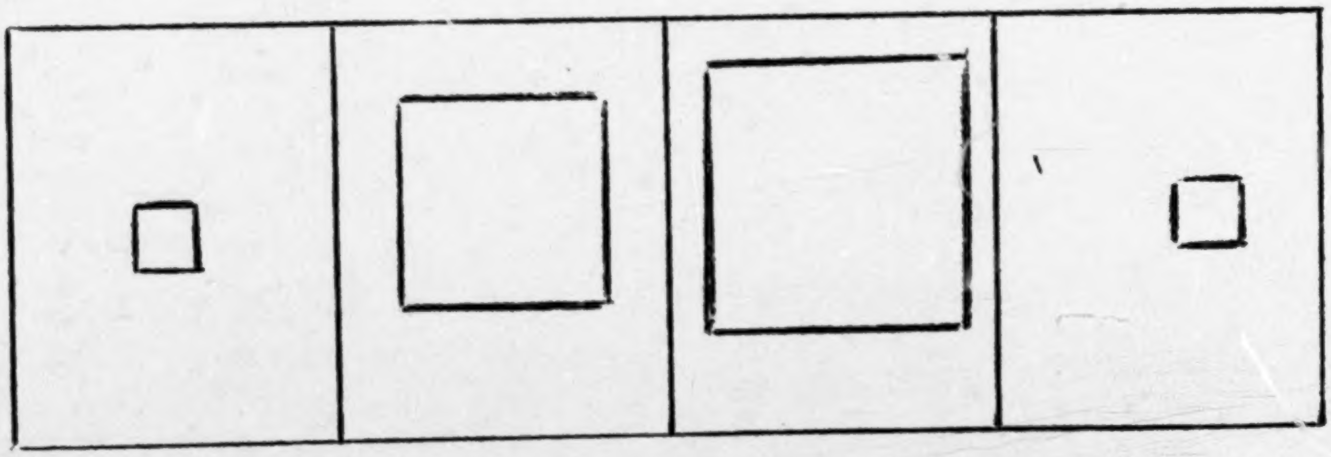

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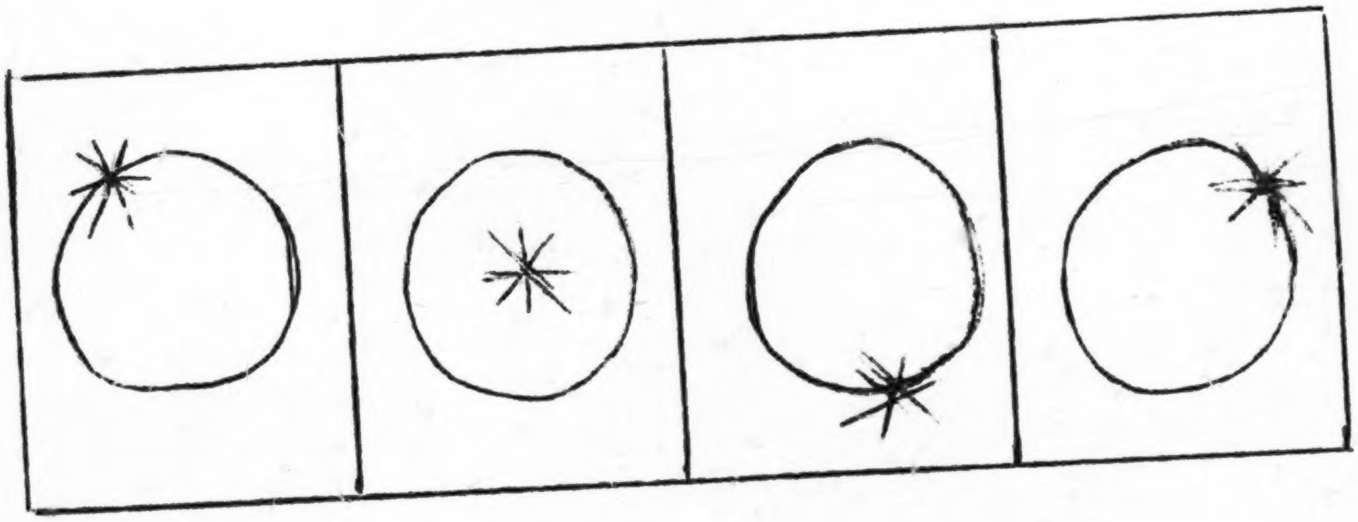

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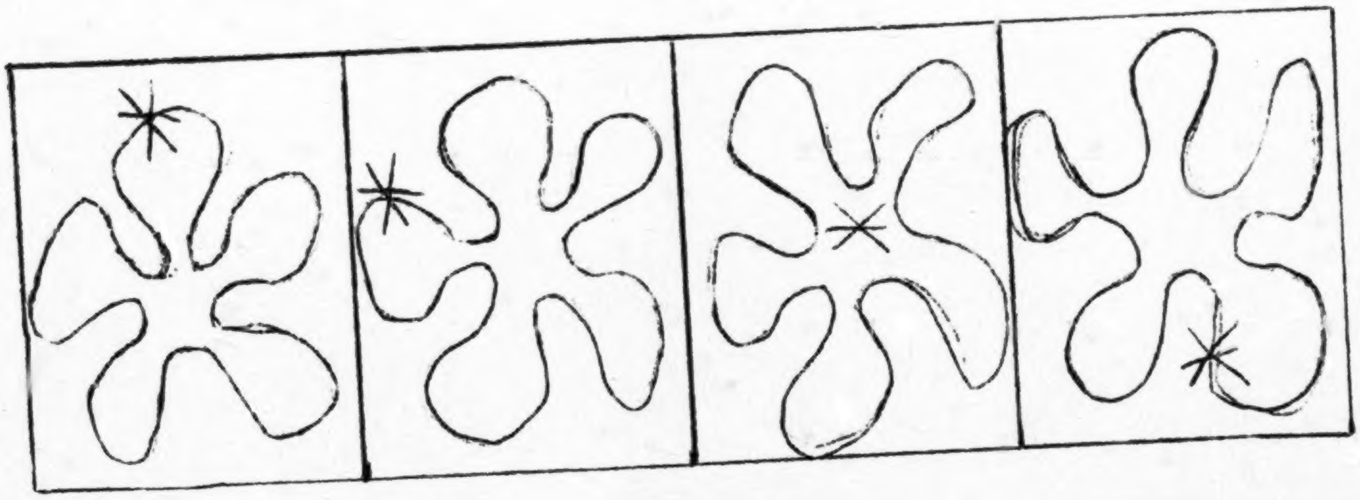

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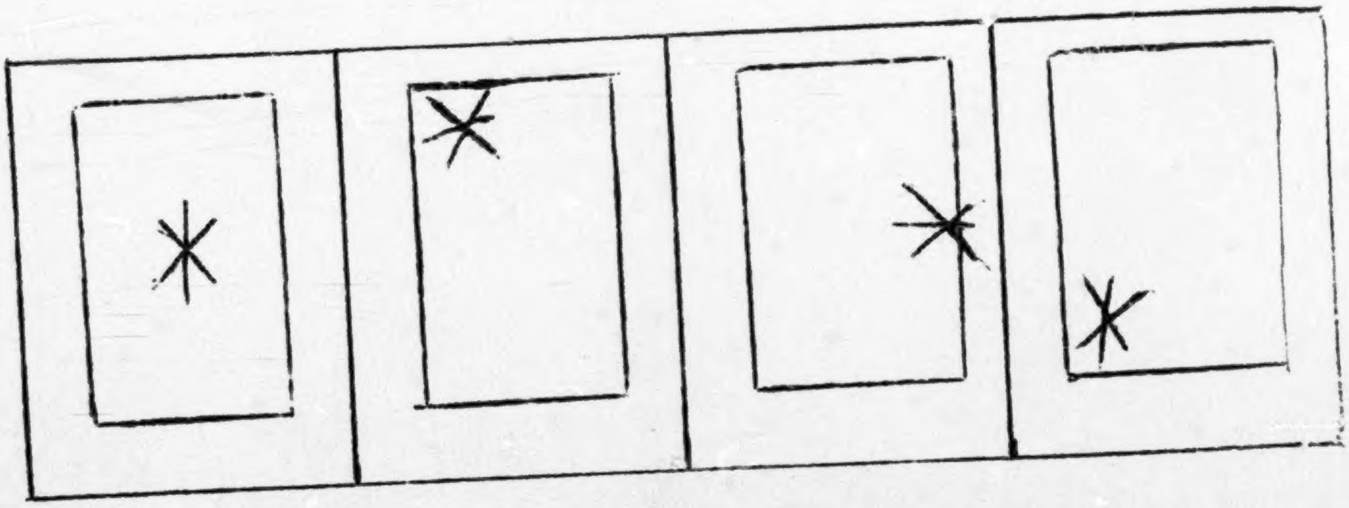

BICULTURAL SOCIALIZATION PROJECT
COLLEGE OF EDUCATION
UNIVERSITY OF ARIZONA

VIDEO-TAPE EVALUATION
TEACHING CONCEPTS IN SPANISH AND ENGLISH

OBJECTIVES:

1. To teach four specific basic concepts in both Spanish and English: Left, Pair, Medium-Sized and Center. Following exposure to this video-tape and the accompanying materials, children should be able to use these words correctly in their own vocabulary and to make appropriate discriminations among concrete objects and symbolic materials demonstrating that they understand the concepts.
2. To facilitate children's language development in Spanish and/or English.

QUESTIONNAIRE

In order to perfect this tape to meet the objectives as listed above, the teacher's evaluation will be very helpful. Evaluate separately for Spanish and English.

___________________________Write in which language tape is being evaluated.

1. Did the tape maintain the children's interest for the entire time?

If not, at what point or points did attention lag?

2. Was the timing of the audio portion suitable?

Too Fast	Too Slow	About Right

3. Evaluate the amount of time spent on demonstrating each concept.

Too Much Time	Not Enough Time	About Right

4. Compare this video tape to previously used audio language tapes in terms of children's interest.

More Interesting	Less Interesting	About The Same

5. Did you notice any differences in children's responses after the appearance of the child in the tape?

If so, describe these differences.

6. What do you think about the length of the tape?

Too Long	Too Short	About Right

7. Evaluate the language used.

Too Difficult	Too Easy	About Right

8. Did you assess the children's mastery of the concepts after their viewing the tape?

If so, describe assessment techniques used and the results.

9. Will you please discuss briefly your own response to the tape in relationship to its value as a teaching technique.